



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

School Name: DR. SUSAN S. MCKINNEY

Principal: MICHAEL WALKER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

<u>School Information</u>			
School Level:	Secondary	School Number (DBN):	13K265
School Type:	Public	Grades Served:	6 – 12
School Address:	101 Park Ave, Brooklyn, NY 11205		
Phone Number:	718-834-6760	Fax:	718-243-0815
School Contact Person:	Michael Walker	Email Address:	Mwalker10@schools.nyc.gov
Principal:	Michael Walker		

UFT Chapter Leader:	Wilfred Hylton		
Parents' Association President:	Wanda Williams		
SLT Chairperson:	Patricia Edwards		
Student Representative(s):	Samantha Lopez		
<u>District Information</u>			
District:	CSD 13	Superintendent:	Barbara Freeman
Superintendent's Office Address:	355 Park Place, Brooklyn, NYC, 11236		
Superintendent's Email Address:	bfreeman@schools.nyc.gov		
Phone Number:	718-63603284	Fax:	718-636-3266
<u>Cluster and Network Information</u>			
Cluster Number:	01	Cluster Leader:	Kathy Pelles
Network Number:	112	Network Leader:	Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**

3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Walker	*Principal or Designee	
Wilfred Hylton	*UFT Chapter Leader or Designee	
Wanda Williams	*PA/PTA President or Designated Co-President	
Louise Hallett Randall	DC 37 Representative, if applicable	
Samantha Lopez Amara Lambright	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carline Cherubin	CBO Representative, if applicable	
Celia Green	Member/ Parent	
Emma Cholette Fraiser	Member/ Parent	
Kenneth Marsh	Member/ Parent	
Angelica Silva	Member/ Parent	
Zakiya Harris	Member/ Teacher	
Kenya Mabry	Member/ Teacher	
Althea Faith Hester	Member/ Teacher	
Tamara Nizovitina	Member/ D75 Coordinator	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.



Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school’s updated NYSED
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accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 3: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 4: Update your school’s AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Dr. Susan S. McKinney is a secondary school with 488 students from grade 6 through grade 12. The school population comprises 72% Black, 24% Hispanic, 3% White, and 1% Asian students. The student body includes 4% English language learners and 20% Special Education students. Boys account for 36% of the students enrolled and girls account for 64%. The average attendance rate for the school year 2013 – 2014 was 80.00%.

Mission Statement:

To engage in a rigorous arts curriculum that prepares students academically and socially for success in college, the world of work and develops their civic engagement at both the school and community level.

According to the school’s 2013-2014 Quality Review, “The school continues to adapt and adjust curricula to meet the needs of all students with curricula in all subject areas recognizing the instructional shifts, such as reading more complex texts and emphasizing deeper mathematical conceptual understandings. The middle school selected new materials to support English language arts and math instruction while other curricula areas utilize the State’s scope and sequence, and continue to refine units

of study and performance tasks to meet the requirements of the Common Core Learning Standards (CCLS). High school students are utilizing rigorous course materials from Engage NY, Regents prep materials, content specific text /trade books, and teacher created units of study, in alignment to relevant content standards. With direction from teacher leaders, teams of teachers work collaboratively and strategically on adjustments to curricula, ensuring coherence from grade to grade and across departments. This approach allows the school to provide a well-defined and structured curricula supported by highly demanding tasks which contribute to college and career readiness for all students.”

According to the school’s 2013-2014 Quality Review, “In structured professional teams, all teachers focus on crafting and implementing a variety of instructional initiatives to support school goals. Teams across grades and departments are charged with monitoring adjustments of instructional plans to ensure effective implementation of the CCLS and meet the expectations of the Danielson framework. Thus all members of teams participate in activities such as syllabus writing, performance task development, analyzing student work samples and developing common assessments. The English language arts team is, as the principal states,” the thread of the building”, working intensively with all other teams to ensure that the instructional shifts are embedded in curricula and instruction across all disciplines. During the high school history teacher team meeting, teachers reviewed data binder entries from the prior semester and samples of student work, to determine what adjustments needed to be made to units of study, assessments, and instructional practices, to further support student learning. For example, data suggested a need to further align common essay assessments to Regents formats in order to provide additional supports for students who are required to pass Regents exams to meet their graduation requirements so teachers revised the assessment to mirror the Regents. This has strengthened teachers’ capacity to make effective changes to curricula, as evidenced by a review of curriculum artifacts and related student work and data.”

According to the school’s 2013-2014 Quality Review, “School leaders and department chairs are deeply involved in the school’s inquiry work in order to determine progress towards the school’s instructional goals, ensure students’ needs are met, and further deepen teachers’ capacity in utilizing data and student work to inform the delivery of high quality instruction to improve achievement by all students. For example, one observed team discussed how well students with disabilities performed on a common assessment, due to teachers’ focus on utilizing graphic organizers to support students thinking on the short answer, written, portion of the assessments. Teachers also discussed how they supported students by allowing them to answer questions in complete sentences, create visual representations for their answers, and self-evaluate their work. This has resulted in an improvement in teaching practices, as measured by observation reports, and promoted increased student progress, as evidenced by group and classroom level data.”

According to the school’s 2013-2014 Quality Review, “the principal has an open door policy for students, families, and staff to address school concerns expeditiously.” In order to provide social-emotional support, the guidance counselor and school psychologist meet daily and provide interventions to ensure difficulties do not escalate. Programs such as Project Male, Police Athletics League (PAL), and McKinney Scholars provide positive reinforcement for behavior and academic success.” In addition in 2014-2015, students are participating in leadership institutes and initiatives, including Usher’s New Look, Girl Be Heard. According to the school’s 2013-2014 Quality Review, “The school is moving students with disabilities towards the Least Restrictive Environment (LRE) to meet their academic needs as they transition from the middle to the high school. Students also have the ability, through student

government, to make suggestions to the principal on social events and additional academic offerings that students would like to have in their daily program. This has resulted in a positive environment allowing students to grow and develop as evidenced by their improved achievement on common assessments.”

As stated in school’s 2013-2014 Quality Review, “The school has organized itself well to address students’ academic and behavioral needs. Guidance counselors are assigned to each student and students and their families are aware of the staff members to whom they can address their concerns. A parent stated, “They know every move my child’s makes in this building.” The Children are Reason Enough (CARE) team addresses students who are exhibiting personal and academic difficulties and are charged with instituting an intervention plan which is monitored for adjustments over time. Attendance meetings are also conducted with personalized letters and parent meetings to support students with chronic attendance problems and support has been provided to students and families to address bullying and cyber bullying. These practices have strengthened students’ social and emotional learning skills, leading to a reduction of the number of suspensions schoolwide, as evidenced by data from Online Occurrence Reports.”

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We elicited feedback from all stakeholders across the school community. Stakeholders included the SLT, including administrators, teachers, and parents. Specifically, in our November election-day professional development, we provided stakeholders with the four Principal’s school goals (McKinney Goals*), as stated in our 2013-2014 CEP. We elicited feedback across three areas: 1. We asked teachers in small-group, turn-and-talk, and panel discussions to think about how they are aligning goals with their current practices; 2. We asked teachers to consider how they are aligning goals with the Department of Education’s 2014-2015 Citywide Instructional Expectations (CIE); 3. We utilized our CFN assessment and math specialists to hold school-based stakeholders accountable for ensuring that existing goals aligned with Common Core State Standards (CCSS). In addition, CFN specialists continued supporting school stakeholders in the Quality Review process, in multiple December, and January visits, including facilitating “instructional rounds;” and supporting the school across issues such as staffing and personnel.

This is a priority area for improving student performance based on our school’s 2013-2014 progress

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This annual goal is supported by McKinney’s Schoolwide Goal #1: To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening student work, in the 2014-2015 school year we will increase all stakeholders opportunities across grades 6-12 by examining student work in comparison to the Common Core State Standards to determine the reasons for the gap and to identify strategies to decrease the gap. Specifically, we will provide feedback to teachers to increase effectiveness of instruction, evidenced and measured by reviewing student work, Regents results, NYS ELA and Math Exams.

Goal #3: In the 2014-2015 school year we will increase all stakeholders opportunities across grades 6-12 to be engaged in crafting a Common Core Standards Performance Task in literacy to provide feedback to align literacy instruction and argumentative writing across all content areas and increase the rate of student performance by 10% evidenced and measured by reviewing student work, Regents results, citywide assessments and teacher designed assessments.

As stated in school’s 2013-2014 Quality Review, “Through the creation of performance tasks and units of study, teachers ensure that higher order thinking skills across grades and subjects are addressed using the Depth of Knowledge framework to continue to design tasks that foster the development of rigorous habits by all learners and develop effective questions to sustain high levels of student thinking. Teachers of students with disabilities and English language learners departmentalize in order to share strategies and supports, such as the type of questions and other scaffolds for students to be successful in utilizing higher order thinking skills. Teachers also use technology software such as Rosetta Stone and other researched software to further support rigor in individualized work for students who are in the beginning stages of acquiring English as a second language. This enables all students to access curricula with rigorous tasks that allow them to exhibit high levels of thinking, as they integrate multiple sources of learning in order to produce exemplary work with real-life implications.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>instructional programs, professional development, and/or systems and structures needed to impact change</p> <ol style="list-style-type: none"> 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>Engage 100% of the staff by June 2015 in teams looking closely at student work to understand gaps between current student performances and Common Core State Standards demands. The monitoring of the student work lends itself to using differentiated strategies that will support student success and their learning styles</p>	<p>This is done for all the staff that serves students in grades 6-12 and reviewed at weekly department and grade meetings.</p>	<p>The timeline for implementation is ongoing and began in September 2014 and will continue until June 2015.</p>	<p>Lead teachers, administrators, department chairpersons, CFN 112 network leaders are instrumental in implementing and evaluating instructional practices for improved student work performance</p>
<p>School wide book studies: Flip the Classroom and Marching to a Different Drummer to improve instructional strategies, weekly department meetings in which teachers look at assessments and student work, professional development in the analysis of Common Core Standards Performance Tasks, and professional development meetings in which teachers craft their own performance tasks using the Common Core Standards as a model.</p>	<p>All teachers across all content areas in order to build more collaboration and dialogue within our Professional Learning Community.</p>	<p>Weekly from the beginning of the 2014 school year in department and grade meetings that transpire on each Monday</p>	<p>Administrators, Lead Teachers, Department chairs and CFN 112 Liaison.</p>

Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.	All Parents	September 2014 – June 2015	Principal, CSD 13 Advocate, Parent Coordinator, Parent Advocate CSD 13, CFN 112 Liaison, Data Specialist and the Technology staff.
Utilize Teacher Ease which affords parents an opportunity to communicate with their child's teacher and to access immediate achievement information per individual class teacher.	Teachers, parents and students	September 2014 – June 2015	Administration, Data Specialist
Increase the participation on the SLT, PAC, & monthly Parent Academy meetings Maintain a Parent Coordinator to serve as a liaison between the school and families.	Parents, Teacher, students	September 2014 – June 2015	Administration, Network, CEC 13, Parent Coordinator
Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Parent meetings are scheduled on Tuesdays as per the new UFT contract as well as accommodate parents that cannot make Tuesday meeting times.	Parents	Sept 2014 – June 2015	Administration, Parent Coordinator, Data and Technology Specialist
School hosts educational family events/activities during Parent-Teacher Conferences. Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.	Parents	Sept 2014 – June 2015	Principal, AP's, PAC, Parent Coordinator
Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.	Teachers, Parents, students and support staff	Sept. 2014 – June 2015	Principal, AP's, Secretary and Parent Coordinator.
To understand success toward McKinney Goal #1, teachers examine and track selected student	At risk students and students in the lower third.	Sept. 2014 – June 2015	Teachers, Dept. Chairs, AP's, Data Specialist and the Principal.

statement, and supported by our successful application to the School Time Lab College and Career Readiness grant. Such initiatives support a positive learning environment that fosters student success.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Provide intensive ongoing weekly professional development for teachers in specialized strategies to meet the needs of our students by the Lead Teachers and Department Chairs, Assistant Principal, Principal and AIS grade level staff. Staff attendance at network content based lab-sites. Staff participation in on-site professional development conducted by administration, lead teachers, and assigned Network Coach. We have implemented training units as a series of workshops for both the high school and middle school staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.								
x	Tax Levy	X	Title I Basic		Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
<p>According to the 2013-2014 Quality Review, “The principal makes deliberate decisions regarding the school’s budget in order to address instructional goals and meet student needs. After a reviewing and the school’s instructional goals and foci, planning for the next school year begins. This year, the school continues to focus on strengthening the units of study in the middle school and providing additional supports needed for English language learners. As a result the principal purchased additional software programs to support independent work sessions for these students and increase their academic vocabulary to support their successful completion of writing tasks in all content areas.</p> <p>According to the 2013-2014 Quality Review, “In supporting students who are not passing Regents exam, the school will strategically set aside funding for intensified coursework, testing simulations and the implementation of extended time and afterschool programs Further, students in need of recovery periods, participate in blended learning utilizing technology based intervention programs from Study Island, IReady and the IZONE. Professional development is also provided to support the school’s ongoing instructional focus on writing, specifically improving students’ proficiency in responding to essay questions in order to strengthen their performance on Regents exams. School leaders adjust their schedules to align their work hours to the extended day schedule for grade 11 and 12 students in order to lower the cost of per session hours for work by administrators. These strategic moves and decisions will allow the school to strategically allocate resources to fund a range of additional supports necessary for all students to succeed in producing high quality work, thus ensuring instructional goals and long range plans are attained.”</p>								

All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Other programs used to enhance literacy across content areas and across grade levels include: Project Male, PSAL, CHAMPS, Girl Be Heard, Usher’s New Look Leadership Program, Newspaper Club and Student Government. Per session activities (dates and duration to be determined) throughout the year based on the availability of funds, for small group tutoring of students. Consumables – professional and instructional materials, school day, after school, inquiry work, extended day.
 Our grant writing team constantly seeks the appropriate grants to apply for that will support our instructional needs. Example: MSQ, ILearn, BAM Reading Project

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In a new initiative for 2014-2015, to gauge the level of progress being made, administrators and teacher teams will review the data from the Scholarship report on Stars at the end of each marking period, review Regents results from January testing, Aris, weekly progress reports from IReady, teacher-made assessments, MOSL results, and ongoing reviews of teacher Data binders. Students will go through test simulations bi-monthly to determine students’ areas of strengths and\ or weakness for the purposes of implementing instructional shifts. All stakeholders will be engaged in weekly dialogue about student performance specifically addressing student growth, and areas requiring additional attention. Also included in our data monitoring process, we will analyze the impact of student attendance, punctuality and behavior on student performance.

Our mid-point progress monitoring activities will begin on February 1, 2015. Upon reviewing the data from the mid- point benchmark, the collective decision will be made to determine adjustments and or modifications to the entire action plan or sections. In doing so, all information will be shared with all stakeholders so all will be knowledgeable of our current standings adaptations and modifications.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive : The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality

Review (QR) (and/or other relevant data).

4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As noted in the 2013-2014 Quality Review, "school staff implements multiple structures that provide a safe and inclusive environment, leading to ongoing academic progress for all students."

We are continuously working to maintain an environment that is safe and conducive for learning. For example, Middle-School teachers' ongoing work includes looking at the impact of students' social behaviors and learning styles. We seek to work on intervention more than suspension, to use positive rather than punitive reinforcement toward behavior and learning, an educational stance we seek to build on with the McKinney Scholars program. The voices of children at McKinney are continuously heard through the adults of the building. We have built a culture in the building where there are no invisible children and no invisible staff. Staff are involved in ongoing pedagogical conversations, much of which is collegial. Our conversations are not always formalized but we're always talking about how to impact students. In essence we are talking about relationships. We are continually at the forefront of building relationships. But building relationships is also about communication: There is something about the culture of a building where children's voices are heard by multiple people.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Specifically, our goal is to develop multiple pathways to engage all students' interests and abilities. For example, encouraging and building a supportive environment involves building on all students and teachers' artistic and creative interests; building on Success for All initiatives; and growing a robust student government. We will demonstrate an effective school environment by increasing student participation, as evidenced by June 2015, in a 1) a 10 % increase in student attendance in Student Government meetings, and 2) student participation in a needs-assessment of teachers' artistic and creative interests; and 3) an increase in daily attendance, and decrease in lateness, as monitored by ATS, CASS, and teacher-captured data in TeacherEase.

This annual goal is supported by McKinney's Schoolwide Goal #4: To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening student work, in the 2014-2015 school year. All math teachers will collaboratively craft at least one CCS Performance Task with instructional strategies that will result in an increase of 10% in student performance on the Math NYS Exam in June 2015 as compared to the June 2014 exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>We use the Danielson Framework to assess and support teacher practice and student achievement in multiple ways. We evaluate teachers and provide timely feedback. During CFN-facilitated instructional rounds we provide differentiated feedback to focus on areas of improvement, identify a problem of practice, and have continuous conversation with teachers in peer to peer discussions, or more focused discussion in grade-team meetings during weekly middle-school and high-school staff development meetings. We ask teachers to use information gathered in walkthroughs, observations, and instructional rounds to inform their instruction to utilize a variety of strategies to address the needs of their students. Doing so involves consistent monitoring of teacher growth. When we return to classes we see areas of strength, and areas of weakness, and we consider how teachers employ actionable next steps. (Note: Also supports 5C.)</p>	Grades 6 - 12	Sept. 2014 – June 2015	Principal, AP's, Leader Teachers, Dept. Chairs and Network Liaison.
<p>Our goals relate to and deepen the work of previous goals in several ways. While our goals have not changed substantially in content across previous years, they have changed in overall measurability. Moreover, in considering McKinney Goal # 1, we have focused more intensively on evaluation of practices in relationship to the Danielson framework (for ex., competencies 2a and 3b).</p>	All classroom teachers	Sept. 2014 – June 2015	Principal, AP's, Network support staff and Lead Teacher.
<p>The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will</p>	Parents	Sept. 2014 and on-going.	Principal, School Leadership Team, Parent Coordinator,

work to ensure our school environment is welcoming and inviting to all parents. Strategic means will be adapted to foster more parent involvement. In doing so we will devote resources and personnel to find a commonality among parents to bring them into the building.			PTA and Teachers.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Continued use and Professional Development around Advance and the Danielson’s Framework for teaching. Carefully scheduling to allow teachers to take walk-throughs and / or inter-visitations as well as provide opportunities for peer-to-peer dialogue. Provide teachers with more training to understand the mechanics and language of the Danielson rubric. Access to vendors that will provide meaningful workshops for parents, training sessions, opportunities for parent to get together, parent incentives and awards.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title II A		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Ongoing attempts to acquire funding through grant writing and research.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 4. Specify a timeframe for mid-point progress monitoring activities.			
On-going identification and integration of Danielson’s framework and instructional strategies/activities in staff Inquiry teams that encompass the needs of student subgroups. Staff identifies student subgroups at content-area department level. Teachers are programmed for weekly department and grade meetings so that our specific targeted domains, 2 and 3, can be addressed. In monitoring the parent initiatives attention will be on meeting attendance, log of parents that enter the building on a day-to-day basis, survey parents to determine parent interests. Effective February 1, 2015 we will assess all initiatives to determine if change is needed.			
Part 6b. Complete in February 2015.			
3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes No

4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This is a priority area for improving student performance based on our school’s 2013-2014 progress report and NCLB status; citywide instructional expectations for 2013-2014 and 2014-2015 on strengthening student work and strengthening teacher practice; schoolwide, city, and State goal of ensuring that all staff members are moving towards implementing highly effective levels of instruction in order to increase student performance, outcomes, and achievement standards across content areas. Domains 2 and 3 of the framework were identified during the 2012-13 school year as a need of concentration for our school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This annual goal is supported by McKinney’s School-wide Goal #2: To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening teacher practice, in the 2014-2015 school year we will increase all stakeholders opportunities to be engaged in short, frequent cycles of classroom observations utilizing Danielson’s framework (domains 2 and 3). Specifically we will provide feedback to increase effectiveness of instruction for all students in grades 6-12, and increase the rate of student performance by 10 %, evidenced and measured by reviewing student work, Regents results, and citywide assessments.

This annual goal is supported by McKinney’s School-wide Goal #4: To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening student work, in the 2014-2015 school year we will increase all stakeholders opportunities across grades 6-12 to be engaged in crafting at least one mathematic Common Core Standard Performance Task that asks students to model with mathematics and /or construct and explore the reasoning behind arguments to arrive at a viable solution., and increase the rate of student performance by 10 %, evidenced and measured by reviewing student

work, Regents results, and citywide assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>11. Strategies to increase parent involvement and engagement</p> <p>12. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>By September 2014, 100% of the staff will be engaged in formal and or informal observations cycles of classroom observations utilizing Danielson’s framework and provide feedback to increase effectiveness of instruction. The monitoring of strengthening teacher practice is directly linked to the expectations and instructional strategies employed through the framework in correlation to the common core. The specific areas will be Danielson’s domains 2 and 3.</p>	<p>All classroom teachers.</p>	<p>November 1, 2014 throughout the year.</p>	<p>Administrative team, teacher leaders conducting ongoing series of training session in specific areas related to the framework – ex. Artifacts)</p>
<p>Administrator, teacher leaders and teachers received training and information on classroom observation cycles.</p>	<p>Administrators, lead teachers, department chairs.</p>	<p>September 2014 through June 2014</p>	<p>CFN 112, Network Liaison and Principal</p>
<p>Intended outcomes of McKinney Goal #1 include, for looking at student work, that teachers will get better at looking at the work and be better able to assess or improve areas of instruction and the needs of students. Moreover, as we talk about</p>	<p>All teachers</p>	<p>Sept. 2014 – June 2015</p>	<p>CFN 112 Network Liaison, Principal, AP’s and Lead Teachers.</p>

<p>teachers working collaboratively through the lens of looking at someone else’s work to improve their own instruction, we seek for teachers to expand their pedagogical repertoire so they can meet a broad population of learners. In addition, we will continue using the Danielson framework to assist in moving teachers from effective to highly effective educators.</p>			
<p>For McKinney Goals #3 and 4, we seek to build off the work of performing and visual arts teachers, who engaged performance tasks through the Arts Achieve program before such tasks throughout the CIE were required. Such work will include completing yearly pre and post assessments; extending reflective teacher practice such as the dance teacher adapting instruction to include students watching dance more as a means of assessing; and encouraging students in using arts-specific vocabulary.</p>	<p>All content teachers</p>	<p>Sept. 2014 – June 2015</p>	<p>Principal, AP’s, Network Liaison, Lead Teachers</p>
<p>For McKinney Goal #2, the action plan supporting these goals will include professional development involving middle- and high-school teachers. High school teachers in Monday PD sessions will continue to conduct an inventory of students’ work from 9 - 12 grade English. Middle school teachers and the Middle School Quality Initiative (MSQI) team similarly will have ongoing professional development focused on examining student work.</p> <p>For example, MSQI work will include analyzing student work to identify gaps in learning, and instructional approaches toward addressing needs areas. Similarly, high-school teachers will examine existing strengths and weaknesses to establish an action plan for instruction. We encourage various departments to continue to video-tape their lessons, to present to colleagues for feedback using a looking-at-student-work protocol. In the 2014-15 school year,</p>	<p>All content teachers</p> <p>Dec. 2014 – April 2015</p>	<p>Sept. 2014 – June 2015</p>	<p>In the high school this initiative will be implemented and monitored by the Principal, Lead teachers, Network Liaison.</p> <p>Principal, AP’s, Lead Teachers, Trained MSQI teachers and MSQI Support staff.</p>

members of the cabinet employ the use of “virtual visitations,” using looking-at-student work protocol to share their work across content areas. We next seek to extend the work into classroom practices.			
For example, the arts department has taken up a student-based approach to looking at student work with dance students, which involves using technology to create and edit performances. Moreover, students assessing their own work highlights an area of growth we seek to address – deepening teacher and student questioning (as per Danielson Framework, 3b).	All content teachers Dec. 2014 – April 2015	Sept. 2014 – June 2015	In the high school this initiative will be implemented and monitored by the Principal, Lead teachers, Network Liaison. Principal, AP’s, Lead Teachers, Trained MSQI teachers and MSQI Support staff.
For example, department chairs maintain samples of student work reviewed by teachers. The impact of the work to date is in enabling teachers to notice strengths and weaknesses for the purposes of informing instruction.	All content teachers Dec. 2014 – April 2015	Sept. 2014 – June 2015	In the high school this initiative will be implemented and monitored by the Principal, Lead teachers, Network Liaison. Principal, AP’s, Lead Teachers, Trained MSQI teachers and MSQI Support staff.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
As per Danielson’s “Domains 2 and 3,” steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies and or activities. Lead teachers, administrators, department chairs, staff involved in timeline for implementation Instructional strategy will be introduced in September, November, February, April and June PD sessions as part of an instructional series

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified
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goal.								
x	Tax Levy	x	Title I Basic		Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Ongoing grant writing attempts to acquire additional funding for training of staff, Inquiry work and materials for the classroom.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:								
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.								
6. Specify a timeframe for mid-point progress monitoring activities.								
On-going identification and integration of Danielson’s framework and instructional strategies/activities in staff Inquiry teams that encompass the needs of student subgroups. Staff identify student subgroups at content-area department level. Teachers are programmed for weekly department and grade meetings so that our specific targeted domains, 2 and 3, can be addressed.								
The timeframe for monitoring our progress will go into effect February 2015. At which point the collective decision will be determined as to adapt/modify our action plan.								
Part 6b. Complete in February 2015.								
5. Did the school meet the mid-point benchmark(s) in the timeframe specified?							Yes	No
6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?								

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).								
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.								
This is a priority area for improving student performance based on our school’s 2013-2014 progress report and NCLB status; citywide instructional expectations for 2013-2014 and 2014-2015 on								

strengthening student work and strengthening teacher practice; alignment of professional development toward State assessments and Common Core Standards Performance Tasks, specifically aligning literacy instruction and argumentative writing across all content areas.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening student work, in the 2014-2015 school year. All ELA teachers will collaboratively craft at least one CCS Performance Task with instructional strategies that will result in an increase of 10% in student performance on the REGENTS and ELA NYS Exam in June 2015 as compared to the June 2014 exam.

According to the 2013-2014 Quality Review, “School leaders and department chairs are deeply involved in the school’s inquiry work in order to determine progress towards the school’s instructional goals, ensure students’ needs are met, and further deepen teachers’ capacity in utilizing data and student work to inform the delivery of high quality instruction to improve achievement by all students. For example, one observed team discussed how well students with disabilities performed on a common assessment, due to teachers’ focus on utilizing graphic organizers to support students thinking on the short answer, written, portion of the assessments. Teachers also discussed how they supported students by allowing them to answer questions in complete sentences, create visual representations for their answers, and self-evaluate their work. This has resulted in an improvement in teaching practices, as measured by observation reports, and promoted increased student progress, as evidenced by group and classroom level data.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Our school community will continue to develop a shared understanding of effective instruction in	All content teachers	Sept 2014 – June	Administration, Network Liaison,

<p>several ways. Overall the school has a clear understanding of what we believe is effective instruction, which will remain a constant will be shared systemically throughout. Areas that we feel are best practices will be verbalized, put it in writing, and modeled. The administrative team and teachers leaders will share McKinney Goals with teachers, and all stakeholders are working toward the goals.</p>		<p>2015</p>	<p>Lead Teachers, Dept. Chairs</p>
<p>We expect to see various curricular, pedagogical and assessment practices across classrooms in our school that result in high levels of student thinking and participation. We aspire to see, and are actively working on seeing, more rigor in our questioning. Furthermore, we anticipate use of Socratic seminar; accountable talk through discussion; close reading of texts; annotation; and uses of academic vocabulary and content-specific terminology.</p>	<p>All content teachers</p>	<p>Sept 2014 – June 2015</p>	<p>Administration, Network Liaison, Lead Teachers, Dept. Chairs</p>
<p>By June 2014, 100% of the students in grades 6-12 will be engaged in ongoing literacy tasks aligned to the Common Core Standards that asks them to read and analyze informational texts and write opinions and arguments in response</p>	<p>Grades 6 - 12, ELL's, SWD, all levels.</p>	<p>Sept. 2014- June 2015</p>	<p>Administrators, Lead Teachers, teachers, Network Liaison.</p>
<p>To consider our earliest school improvement models, we initially built upon the Comer School Development Program as a model for effectiveness. In making the transition as agreed upon by all stakeholders including administrators, teachers, and parents, we will continue using Understanding by Design as a curricular planning model as well as the use of Cornell note-taking strategy across classrooms. We emphasize preparedness for college and the world of work as evidence via scheduling, advisory and student programs to address students' needs as deemed by the STL Committee.</p>			
<p>Importantly, the mission and vision was purposefully constructed with administrators, teachers, parents, and students to undergird school stakeholders' existing academic and social strengths. McKinney's ongoing curriculum-design strategies and teaching practices, many of which were required by the state and city, to highlight, celebrate, and re-affirm our vision of an artistic and academic scholar prepared for college, the world of work. ARUBA currently reflects and evidences our</p>			

belief of how students learn best, will continually be reflected in school-wide practices.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Multiple weekly meetings in fall 2014 undertaking citywide instructional expectations for 2013-2014 and 2014-2015 on strengthening student work, aligned to literacy instruction across content areas; multiple weekly meetings in fall 2014 identifying strengths and needs in existing student work; Evaluating the needs of student subgroups. Staff identify student subgroups at content-area department level

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title II A		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
7.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
8.	Specify a timeframe for mid-point progress monitoring activities.			
Ongoing weekly meetings for continued assessment of student work. Feedback from observations as well as reviewing student folders for random samples of student work. Formulation of clear protocols for looking at student work.				
Part 6b. Complete in February 2015.				
7.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
8.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Encouraging parental involvement and increasing parent-school relationships through multiple avenues, including phone calls to parents, asking parents to attend PTA/school-based parent academy meetings, and involvement of the parent coordinator. Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Demonstrate effective parental involvement by increasing active parent and family participation, as evidenced by June 2015, in a 1) 10% use of teacher-parent communication via TeacherEase, 2) a 10 % increase in parental attendance at Parent Academy meetings, and 3) a 10 % increase in parental attendance at school-based extracurricular activities, and 4) completion of a parental-needs assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)	Parents, Parent Coordinator,	Sept. 2014 – June 2015	Principal, AP’s, Parent Coordinator, Network Liaison, Teachers, Data Specialist.

Increase the participation on the SLT, PAC, & monthly Parent Academy meetings			
Provide ongoing training and assistance in the use of ARIS, Teacher Ease. Advertise events on the DOE web and McKinney’s web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.	Parents, Parent Coordinator,	Sept. 2014 – June 2015	Principal, AP’s, Parent Coordinator, Network Liaison, Teachers, Data Specialist.
The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Additionally all back packed information is posted in the “digital Locker” of Teacher Ease for parent update and convenience. Parent meetings are scheduled on Tuesday as per UFT contract.	Parents, Parent Coordinator,	Sept. 2014 – June 2015	Principal, AP’s, Parent Coordinator, Network Liaison, Teachers, Data Specialist.
All school documents sent home are translated and interpretation during meetings and events are provided. School hosts educational family events/activities during Parent-Teacher Conferences.	Parents, Parent Coordinator,	Sept. 2014 – June 2015	Principal, AP’s, Parent Coordinator, Network Liaison, Teachers, Data Specialist.
Parents are encouraged to become trained school volunteers. Parents are provided on-going written and verbal progress reports to keep them informed of their children’s progress. Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.	Parents, Parent Coordinator,	Sept. 2014 – June 2015	Principal, AP’s, Parent Coordinator, Network Liaison, Teachers, Data Specialist.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per-session and or per-diem funding to facilitate off hour meetings to accommodate parent schedules. Materials and personnel for parent workshops to insure parents are well informed on the various structures within the school community. (ARIS, STARS, Teacher Ease, Events)
 Funding to acquire School Messenger service or Robo calling systems to insure parents that may not have email addresses get notifications necessary to stay informed.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will be conducted through parent attendance at meetings, events, workshops and parent/teacher conferencing on an ongoing basis. All activities will be monitored on an ongoing throughout the year. In February 2015 we will then exam all data sources to determine our growth and or if we have to make modifications to secure possible growth.

Part 6b. Complete in February 2015.

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings,	Method for delivery of service (e.g. small group, one-to-one,	When the service is provided
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Service (AIS)		interactive writings, etc.)	tutoring, etc.)	(e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams.	MSQI, College/Career Readiness, Parsons Pre-College Scholars, McKinney Scholars, ILearn, I-Ready, Girls Be Heard, Usher’s New Look Leadership Program, BAM Reading Program	Small group instruction for MS Additional support is also given to HS students involved in AP ELA courses through small group and tutoring, credit recovery.	MS: after school 3 days per week for 1.5 hrs HS: after school 2 days per week for 1.5 hrs
Mathematics	Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams	MSQI, College/Career Readiness, Parsons Pre-College Scholars, McKinney Scholars, ILearn, I-Ready, Arts Achieve,	Small group instruction for MS HS students receive small group and one-to-one tutoring during the school day programmed into teachers’ schedules for students who need additional support in the area of math.	MS: After school 3 days per week for 1.5 hrs HS after school 2 days per week for 1.5 hrs
Science	Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams	MSQI, , College/Career Readiness, Parsons Pre-College Scholars, ILearn, I-Ready NYU Best Step Stem Program, Mouse Squad, Robotics, Urban Advantage	MS students receive science support across the content inclusive of science classes and in ELA and Math enrichment activities where the selected curriculum supports content science topics making a connection to real world application HS students receive small group and one-to-one tutoring during the school day programmed into teachers’ schedules for students who need additional support in the area of	MS: during the school day and after school 3 days per week for 1.5 hrs HS: after school 2 days per week for 1.5 hrs

			math	
Social Studies	Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams	MSQI, College/Career Readiness, Parsons Pre-College Scholars, ILearn, I-Ready, Girls Be Heard, Arts Achieve United Nations Universal Human Rights Program, Usher’s New Look Leadership Program	HS students receive small group and one-to-one tutoring during the school day programmed into teachers’ schedules for students who need additional support in the area of social studies MS students receive social studies support across contents inclusive of Humanities classes and in ELA and Math enrichment activities where the selected curriculum supports content	MS: during the school day and after school 3 days per week for 1.5 hrs HS: during the school day and after school 2 days per week for 1.5 hrs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling	Guidance	Individual/small group counseling, advisory, test preparation, college preparation	During, before and after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Partnership with Teach for America (training site), Teaching Fellows, New York University, Long Island University, Pace University, St. Francis College have supported the replacement of non-certified teachers and acquiring content specific trained staff. Additional and ongoing support from our network has also supported us for this year 2014-15 in the hard areas of math and science

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

To date all of our teachers are certified. A current partnership with New York University (Best Step Program, a Math/Science Initiative) affords McKinney science and math staff an opportunity to receive a Master/s Degree in addition to on-site professional development and support in effective teaching strategies and techniques. In addition to NYU, we also have all of our teachers involved in various aspects of professional support with Teacher’s College and, Urban Advantage (Science Training),

Collaboration with Teacher Fellows and their related institutions (Fordham University, Pace University, and Long Island University) as well as Teach for America has become our primary sources for hiring new teachers and teacher replacement.

There will be ongoing professional development provided by Administrators and Masters Teachers will use state standards and the NYC Dept. of Education Comprehensive approach to instructional strategies and support for the Common Core. Staff is engaged in Lab-Site regularly, School Time Lab focusing on College and Career Readiness, All of the supportive professional development follows the same standards and guidelines for NYC and NYS. Our PD for staff consists of continuous and ongoing training for our systemic programs that support the common core initiatives across content areas (writing initiative, systemic use of the UBD model.

Ongoing strategies acquired by the Hope Foundation, College Board and trained AVID strategies have helped to support teacher mastery with teams of teachers participating every year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are an integral part of the instructional process through the following vehicles they are able to engage in discussion and planning on student achievement: Subschool/Grade meetings, Department meetings, Professional Learning Community Team meetings. Ongoing meetings with the inquiry team, weekly department meetings and meetings with guidance support both the identification of varied assessments and the professional support needed. Teacher leaders then map out a series of workshops for both the middle school and high school staff.

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 (CEP) 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	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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
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	Local)	(Refer to Galaxy for FY '15 school allocation amounts.)	# 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	\$382,198.00	X	14,15,19,24,30
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$0		
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,872,705.00	X	14,15,19,24,30

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:

2. 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.
3. 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:

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.
11. **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.
12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

13. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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 the school. **Dr. Susan S. McKinney Secondary School of the Arts**, 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 the school and the families. The 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 the school community. **Dr. Susan S. McKinney Secondary School of the Arts**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and

assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The 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. The 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 the 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card,

Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Will provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement

activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

I. Parent/Guardian Responsibilities:

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

I. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	547	Total number of ELLs	21	ELLs as share of total student population (%)	3.84%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							2	2	2					6
SELECT ONE										2	2	2	2	8
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	11	2	3	6	0	0	4	0	3	21

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	11	2	3	6	0	0	4	0	3	21
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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							3	5	3	4				15
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic													2	2
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	4	5	3	6	1	0	2	21

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3						6
Intermediate(I)							2	1	1	3			1	8
Advanced (A)								2		3	1		1	7
Total	0	0	0	0	0	0	5	6	1	6	1	0	2	21

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2				2
7	6				6
8	5	1			6
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			4		2				6

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
NA
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Review of the NYSESLAT data shows that overall students' development in Speaking/Listening continues to be strong in the middle and

high school. One 7th grade student received an incomplete score due to absence. One 8th grade students' overall score changed from Advanced to Intermediate due to his lack of focus during the test. One 9th grade student was able to progress from the Beginning level to Intermediate due to his increase in the Speaking and Reading modalities. One 10th grade student progressed from the Intermediate level on the 2011 test to Advanced on the 2013 test. One 12th grade students' proficiency level changed from Advanced to Intermediate due to slight changes in the Speaking/Listening and Writing section of the test

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Over the last testing season there were four students whose scores in the Reading/Writing Modalities of the NYSESLAT showed an increase. However, six students' scores decreased by several points. Teachers will provide additional focused reading/writing activities as well as conferencing to provide students with good models (vocabulary development, use of academic language and provide writing frames.) The Listening/Speaking modalities will be supported by employing additional focused listening activities in conjunction with speaking practice that employs use of content specific as well as academic language.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

NA

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of the ELL program at McKinney is measured by how well students integrate into the school community and success in meeting their academic goals. Our goal is to provide ELLs with a strong academic language base in English that prepares them for college and careers. Students are held to the same high standards as their English speaking peers with the expectation that they will rise to meet and overcome challenges as they prepare for a successful future. Therefore, we expect students to show growth in English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT and other yearly assessments and honor roll grades in content area classes. Examination of the NYSESLAT results overall reflect strong development in the areas of listening and speaking. Students' progress in reading and writing continues to take a longer time to reach the proficient level. There, teachers will make a greater effort to provide students with good models of what they are expected to produce and provide scaffolds for completion of projects that include language frames..

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](#).)

When parents indicate that students have been taught in an educational setting where the language of instruction is other than

English and another language is used in the home the Home Language Information Survey (HLIS) will be given to them in the bilingual format if possible. The ESL Teacher, will review the HLIS and conduct an oral interview with the parent. When it is determined that the child requires it, the LAB-R will be administered to the student. Testing using the LAB-R and placement in the appropriate ELL program will be completed within ten days of registration. When a Spanish speaking student scores below the proficient level on the LAB-R they will be given the Spanish Lab to establish language dominance.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If the score is less than proficient the parent will be given the “Bilingual and ESL Programs; A Parents Guide”, in English and the home language when possible. Parents will view the online Parent Orientation Video at the school before making a program choice. After the ESL teacher answers any questions the parent may have about the different types of language learning programs available in the NYC Public School System, they will be asked to complete the Parent Assurance Survey/Program Selection Form in English and the home language as part of the registration process.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Record of distribution of letters will be kept by the teacher. A signed copy of the letter is to be returned to the school and kept in the students file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once students take the LAB-R and the hand scored results show a less than proficient level of English language proficiency the student will be scheduled for ESL within 10 days of admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each Spring student's English language proficiency development will be assessed using the NYS English as a Second Language Achievement Test (NYSESLAT). All students indicated on the RLAT report will be tested during the test period window allotted. The ESL teacher along with the assistance of the Testing Coordinator will administer the individual speaking, listening, reading and writing section of the NYSESLAT to the students by test band.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Over the past 2 years there was one first time admin (Brazil) that was entitled to ESL services. That parent chose to have that child in ESL only classes. Therefore, the schools' ELL program that was in place served their needs

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

NA

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English language development of all ELLs in speaking, listening, reading and writing are assessed yearly by participation in the Spring administration of the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

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

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

Newcomer ELLs in a English language school system less than 3 years are scheduled for mandated minutes of ESL. Students participate in mainstream classes. Lessons are taught incorporating ESL strategies and differentiated instruction. Standards-based content lessons incorporating authentic literature and writing allow for the participation of all students. Teachers pay attention to scaffolding

learning in order to provide different entry points and supports for ELLs. Bilingual glossaries are provided for use in classes and at home. Students are provided with AIS outside of the regular school day schedule.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

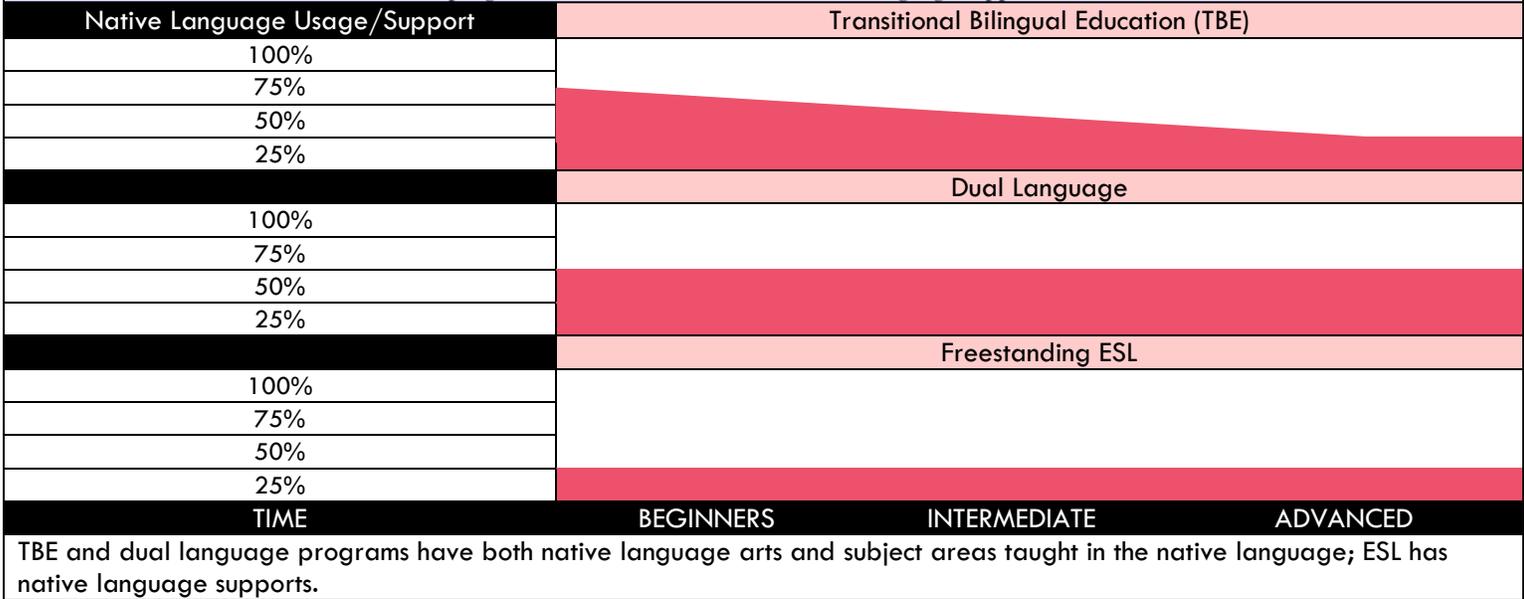
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

NA

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Dr. Susan S. McKinney

School DBN: 13K265

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **13265K** School Name: **Dr Susan S McKinney SSA 265**

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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