Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**RALPH R. MCKEE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**
DBN (*i.e. 01M001*):	**31R600**
Principal:	**SHARON A. HENRY**
Principal Email:	**SHENRY2@SCHOOLS.NYC.GOV**
Superintendent:	**AIMEE HOROWITZ**
Network Leader:	**MICHAEL MEHMET, JR.**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sharon A. Henry	*Principal or Designee	
Steve Chandler	*UFT Chapter Leader or Designee	
Michael Greene	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Maliyah Greene Jeremy Dueñas	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ashley Gorgoglione	Member/ Teacher	
Laura Mahlooji	Member/ Teacher	
Jennifer Pecora	Member/ Guidance Counselor	
Cheryl Griffin	Member/ Parent	
Mary Morris	Member/ Parent	
Robin Semple-Perrallon	Member/ Parent	
Melissa Greene	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 90% of the teachers will have a shared understanding about learning targets, and how to use text based dependent questions, Cornell Notes, marking the text and close reading strategies that are part of the research-based Advancement Via Individual Determination (AVID) methodologies in order to achieve continuous growth in teacher practice. Teachers will experience "norming" in understanding the competencies and the components from Charlotte Danielson's Framework for Teaching.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the analysis of the 2014-2015 school quality guide, the classification of students earning 10 plus credits as they proceed from Freshman to Senior year starts at 82.6%, sophomore 77.5% juniors 73.8% and seniors 65.4%. In addition, 60.5% of the students in the lowest third earn 10 plus credits. We have found that our understanding of effective instruction means that we must close the achievement gap so that all students receive a comprehensive understanding with AVID methodology, Writing, Inquiry, Collaboration, Organization, and Reading. This means that our teachers must implement AVID methodology of Cornell note taking and marking the text and implementing the full range of text dependent questions to promote critical thinking and problem solving. In addition, based on our Quality Review and PPO areas for improvement were as follows: Grouping strategies need to be applied across all classrooms; formative assessment practices need to be improved; differentiation and application of scaffolded rigorous activity needs to occur on a consistent basis in all classrooms.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
Activity #1 • Professional Development: A Comprehensive Professional Development plan will be distributed to all staff members and reviewed. The purpose will be to provide a system of professional learning that is school-wide and links the CEP to the Quality Review to the Danielson Framework. • Advancement Via Individual Determination (AVID) teachers who attended the June 2014 AVID seminar turn-keyed the following: Interactive Notebook, text-based dependent questions (TBDQ), and Tutorology. ***Activity #2*** • We began implementing the Danielson model in 2011-2012 as part of CFN 405 initiative. In 2012-2013, we honed the process. In 2013-2014 with the JESA talent coach, the model was aligned to the MOTP to provide a common framework for teacher assessment and feedback. In 2014-2015, approximately 7% of the teachers selected option 1 (one full and 3 informal observations) as part of the DOE ADVANCE assessment system. Mid-year and end-year summary reflections will be used to track mid-year and end-year pedagogical practice. Also the assistant principals and principal will meet with the teachers to provide meaningful feedback. • Impact on graduation rate by improving instruction: Looking at data has to be based on the implementation of uniform assessments earlier in the school year. • Will have teacher teams and MOSL look at how to effectively administer midterms, finals, (Local Measures of Student Learning) and Finals. We will look at Core Classes for the assessments. • Will have teacher teams tailor instruction based upon the feedback from the interim assessments: local tests, and midterms.

Activity #3

- All teachers will be observed in the classroom to detect practices across the four domains.
- All teachers write a highly effective lesson in accordance with the Danielson rubric.

Activity #4

- Literacy Initiative and alignment of Common Core Learning Standards (CCLS) within disciplines:
- Departmental conferences and PD seminars will be implemented to better align the CCLS into the ELA, Mathematics, Social Studies, Science, CTE curriculum and daily instruction.
- We intend to integrate performance tasks into instructional activities, such as essay templates for DBQ and Thematic essays for all levels of study that help students acquire skills and knowledge in the CCLS.

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

Activity #1

- Responsible Staff Members: Principal, all Assistant Principals and teacher team leaders for ELLs and SWDs, AVID Site Coordinator, department team teachers and Data Specialist, Pupil Personnel Team

Activity #2

- Responsible Staff Members: Teacher teams

Activity #3

- Responsible Staff Members: Assistant Principals and teacher teams

Activity #4

- Responsible Staff Members: Assistant Principals and teacher teams

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

Activity #1

- Evaluations using the Danielson Framework under ADVANCE

Activity #2

- Baseline and interim benchmark used by subject area teams to measure the effectiveness of the activity/strategy and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Scholarship reports: end of each marking period (every 6 weeks)

- State assessments: June 2015

Activity #3

- Teachers will meet in subject area teams to review student data gathered from uniform exams. Examples of uniform exams will be midterms and final examinations for ELA, Math, and Social Studies. Science will use subject specific tests. Prosper assessment, scholarship reports, teacher-generated assessments and state assessments will also be considered as tools for measuring student progress.

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

Activity #1

- Implementation Timeline: September 2014 through June 2015

Activity #2

- Implementation Timeline: September 2014 through June 2015

Activity #3

- Implementation Timeline: September 2014 through June 2015

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

Activity #1

- Citywide Instructional funds used for training sessions – once per month. Continuation of weekly Wednesday professional development sessions for teachers. PATH trainings coordinated by AVID regarding methodologies connected to critical reading and writing – twice per year. Lead teachers turnkey information aligned to Domain 4 of Danielson to turnkey information – November 4, 2014 and February 2, 2015. Hard copy resource: Danielson Frameworks; Critical Reading – AVID.

Activity #2

- Will have teacher teams and Assistant Principals look at how to effectively administer midterms, finals, (Local Measures of Student Learning) and Finals. We will look at Core Classes for the assessments. Teachers will meet once per month. If available, there will be opportunities for “brown bag lunches” once to twice per month in Math, ELA, Social Studies, and Science during teachers’ prep period. Online resource: ADVANCE; ARIS

Activity #3

- Common prep periods for ICT classes at least once per week that will allow teachers to confer on lesson preparation implementation and assessment of students comprehending and applying content.

Activity #4

- Will have teacher teams tailor instruction based upon the feedback from the baseline, interim assessments: local tests, and midterms. Based upon the time permitted after each test administration is fully scored. This will take place once per semester.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• ***Activities 1-3:*** *Subject area teachers will design unit contracts and daily lesson plans that reflect alignment with CCLS. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.* Parents will receive outreach via email notifications from the Principal, APO and Principal's Secretary. Emails and cell phone numbers to send text messages will be collected by and responded to by the school's APO and Principal's Secretary. This information will be uploaded to ATS, Global Connect, Pupil Path / Skedula. Parents will also receive notices from NYCDOE via materials backpacked home with the students and bulk mail. Parents will be trained on how to use Pupil Path from Skedula at the Welcome Back Breakfast. Host at least 2 sessions on Saturday.

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, students will demonstrate progress towards achieving NYS Standards as measured by a 2% increase over results for the 2014 cohort on the ELA Regents.

Based on our data for the 2014 cohort, 64% passed the ELA. Working to improve the performance of Black, Economically Disadvantaged (ED) and Students with Disabilities (SWD) subgroups will improve our overall progress and bring us to a 66% passing rate for 2015 cohort by June 2015.

Comprehensive Needs Assessment

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

Results of the ELA Regents examination indicate that the number of students failing to reach a passing score of 65 % in the 2014 Cohort is 24 out of 152 students, which means that 36.48 %of students failed to achieve a grade of 65 and 63.25 % of students passed the exam with a score of 65% or higher.
Of the 24 who did not attain a 65, 15 did not achieve a grade of 55%. Two more students are Alternative Assessment.
After conducting our needs assessment, it was found that

- White students underperformed all other subgroups in 2011- 2012
- Black, Economically Disadvantaged students achieved AYP in 2011-2012
- Black and Economically Disadvantaged students underperformed all other subgroups in 2012-2013
- Hispanic and Latino students achieved AYP in 2011- 2012 and in 2012-2013

The subgroups of greatest concern in the 2014 cohort not passing include SWD, Black and Economically Disadvantaged students.
Assessment indicates student weakness in reading comprehension, literary response and expression, citing and developing evidence, and vocabulary development.
Illiteracy among ELL students in both the Native and English language is due to an increase in the number of students with interrupted formal education. We have an increase in the number of students in Hispanic, Asian and Economically Disadvantaged subgroups who are not entitled to ELL, but who entered high school from 2012-2013 and may still have deficiencies in ELA. (Title III-Immigrant)

Instructional Strategies/Activities

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

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

Activity #1

- Professional Development: A Comprehensive Professional Development plan will be distributed to all staff members and reviewed. The purpose will be to provide a system of professional learning that is school-wide. PD will be given on the following topics: Prosper Software; Interim assessments to monitor and revise curriculum; use of rubrics with the language of CCLS to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Strategy: Improving Reading Comprehension and Argument

  Students in this cohort who will need to pass the ELA examination, will not take the CCLS aligned Examination. Therefore the focus will be on performance tasks that reflect the ELA regents aligned to the NYS Standards.

  For the 26 students from the 2014 cohort who the ELA team has identified as needing to pass the ELA Examination the following protocols and supports are in place:

  - Students will meet with Ms. Mullen to review their work and action plan to be done as well as the resources available.
  - Students will use the Student Led Conference Protocol to monitor their goals and work towards mastery of 2015 standards.
  - Ms. Mullen will work with Ms. Starkey, Attendance teacher, to continue outreach to 2014 cohort students who still need to pass the ELA Exam in 2015.
  - We will maintain student portfolios containing required writing samples assessed with ELA Regents rubrics and offer students multiple opportunities to take the

examination in January, June and August 2015. (This will be part of the Student Led Conference with Ms. Mullen.)

- We will implement minimum writing requirements for each term of English (1-8), which are congruent with the ELA Regents examinations and the NYS Common Core Learning Standards.
- To support student outcomes resulting from bullets 1, 2, and 3, teacher teams will engage in "Looking At Student Work Protocols" to tailor and differentiated instruction
- We will continue the uniform BOY and EOY Assessments examination policy for grades 9, 10 and 11, and 12 using the CCLS aligned NYC Performance Assessments

We will complete two CCLS units of study and two culminating literacy tasks that ask students to read and analyze literary and informational texts and write arguments in response to students targeted to take the CCLS examination.

Activity #2

- We will implement literacy skill development across all subjects as our school wide instructional focus: to develop student ability to make a claim, find evidence, and develop evidence to support a claim both verbally and in writing. The instructional focus is aligned with the 2014-2015 NYC Citywide Instructional Expectation.

Activity #3

Professional Development will be offered on the following topics during weekly Teacher Team meetings across content areas, dedicated professional development days, monthly department and faculty meetings, organized intervisitations, and during workshops internally and externally:

- Advancement Via Individual Determination (AVID)
- Differentiated Strategies for Lesson Planning and Task Rotations - (AVID)
- Reflection on Student Performance to plan and set Individual Student Goals and Objectives (Prosper, Acuity, PSAT, and ELA NYC Performance Assessment)
- Post-testing study guides to plan specific instructional strategies that address individual ELA weaknesses as noted on Periodic Assessments (Prosper)
- Infusing grammar and vocabulary into instructional objectives
- Writing instruction as a process (Interdisciplinary teacher teams)
- Rubrics for evaluation of process and product (Rubistar, Teachnology.net)
- Using the SmartBoard for interactive learning (Tequipment SmartBoard Professional Development)
- ELA Regents Writing Strategies for Transitional English Classes
- Using the IPAD as a communication and instructional tool in the ELL classroom
- Danielson's Framework for Effective Teaching (CFN Network support, Principal and APs)

- College Board/Acuity/Scantron webinars
- Pearson Publishing – NYS Common Core Standards in ELA professional development workshops and webinars.
- Reading Strategies: Success Maker
- Datacation/Skedula/PupilPath—Enhanced use of online grade books and data reporting (Coaches, APs and teacher team leaders)
- ELA Common Core Institute (CFN 563 Network)
- Literacy Coach from CFN 563 - series of professional development work on text-based questioning, discussion and assessment
- Strategies will involve improve reading comprehension in ELA, ELL classes, and teacher teams by teachers viewing and sharing techniques regarding the following instructional techniques:
    - Text Dep. Questions
    - Citing text evidence
    - Close reading
    - Non-fiction and primary documents

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

Activity #1

- Responsible Staff Members: Ms. Mullen, AP ELA/Foreign Language/Social Studies/ AVID Coordinator; ELA Teachers

Activity #2

- Responsible Staff Members: Ms. Mullen, AP ELA/Foreign Language/Social Studies/ AVID Coordinator; ELA Teachers

Activity #3

- Responsible Staff Members: Ms. Mullen, AP ELA/Foreign Language/Social Studies/ AVID Coordinator

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

Activity #1

- Twenty-six (26) students from the 2014 cohort who the ELA team has identified as need to pass the ELA Examination

Activity #2

- Teachers will meet in weekly department-specific teams to review student data gathered from Prosper-periodic assessments (math) and from looking directly at student work.
- Teachers will look at how they are inputting the instructional shifts in ELA on a weekly basis. There will be upgrades of the curriculum maps over the summer of 2014.

Activity #3

- Staff determined that a 1% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Pre and Post Baseline Assessment Dates: November 2014, March/April 2015.

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

Activity #1

- Implementation Timeline: September 2014 through June 2015

Activity #2

- Implementation Timeline: September 2014 through June 2015

Activity #3

- Implementation Timeline: September 2014 through June 2015

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

Activity #1

- The ELA and Social Studies teams will use the protocol for DATA REFLECTION: Closing the Achievement Gap for all students in mainstream English, ESL, ICT, and Self-Contained Classes. Teachers will meet in weekly department-specific teams to review student data gathered from Prosper-periodic assessments (math) and from looking directly at student work.
- Teachers will look at how they are inputting the instructional shifts in ELA and math on a weekly basis. There will be upgrades of the curriculum maps over the summer of 2014.

- Strategies: We will analyze and utilize data from (Acuity, and PSAT), ELA Regents results, and individual student performance on classroom literacy tasks and the ELA NYC Performance Assessment as a means to plan specific long-term and short-term instructional goals via Inquiry Teams, Teacher Teams and ICT Teams.
- Teachers and students will set instructional goals and plans for achievement of individual objectives. Progress toward achieving these goals will be measured with interim assessments in November, January and March, and a summative assessment in May.
- We will strengthen use of Datacation/Skedula/PupilPath as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of standards and learning goals.
- We will expand the numbers of students offered College Aptitude – ELA as an elective course, to Grade 10 students in conjunction with English as a means for students to learn effective standardized test-taking strategies across content areas, increase reading comprehension, develop and expand content vocabulary, and improve PSAT and SAT scores.
- Provide students who scored 65-74 on the ELA Regents, tutoring in order for them to increase their score to at least a 75 to meet the CUNY standard of College and Career readiness.
- We will continue to offer an ELA Regents Prep class in conjunction with the mandated double period ESL pre-transitional class for cohort ELL seniors below the transitional level.
- We will strengthen an elective class (Language Development) in conjunction with general education ELA class for recent immigrants and students who recently scored 6 Proficient on the NYSESLAT exam, but may still need assistance with learning reading and writing skills in English.
- We will encourage ELL students, and students in at-risk subgroups to attend ELA Regents tutoring offered after school and Saturday mornings.
- We will include Regents-type questions and written constructed responses on all classroom examinations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Activities 1-3: *Subject area teachers will design unit contracts and daily lesson plans that reflect alignment with CCLS. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*

Parents will receive outreach via email notifications from the Principal, APO and Principal's Secretary. Emails and cell phone numbers to send text messages will be collected by and responded to by the school's APO and Principal's Secretary. This information will be uploaded to ATS, Globalnet, Pupil Path / Skedula. The point person to answer school e-mails is Mrs. Gina Simas.

Parents will also receive notices from NYCDOE via materials backpacked home with the students and bulk mail.

Offer an additional CUNY Math course in the Spring term.

Parents will be trained on how to use Pupil Path from Skedula.

mckee@schools.nyc.gov has been created to give parents an email outreach and a distribution list has been created to inform parents of information.

Pupil Path has a link for parents to send an e-mail to all instructional staff members in the school regarding the progress of their child.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, students will demonstrate progress towards achieving NYS Standards as measured by a 2% increase over results for the 2014 cohort on the Geometry Regents. Based on our data for the 2013 cohort, 34% passed the Geometry Regents. Working to improve the performance of LEP, ED and SWD subgroups will improve our overall progress and bring us to a 36% passing rate for 2014 cohort by June 2015 (63 out of 173 in Cohort 2014 passing the GEO.)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Although we met Safe Harbor on the 2010-2011 Annual State School Report Card, in conducting our needs assessment, we found that Economically Disadvantaged, Hispanic, LEP, and SWD students underperformed all other subgroups. As a result, we will continue to make these groups a priority. Student achievement on the Grade 8 Mathematics exam for incoming students in September 2014 indicates that approximately 55% of students tested from our feeder schools scored at levels 1 – 2 (99 out of 179). This marked increase may be attributed to the change in the 8th grade assessment test in June, 2014. NYSED benchmarks demand that students score at levels 3 – 4. As a Focus School requiring academic progress, we continue to monitor student achievement on Grade 8 assessments. Results of the Regents Examination in Integrated Algebra indicate that the overall passing rate stayed consistent from June 2013 (64%) to June 2014 (64%). The freshmen passing rate increased 6.5% from the 2013 cohort (63.5%) to the 2014 cohort (70%). An analysis of overall student achievement indicates that scholarship has been relatively consistent over the last three years: it increased from June 2012 (42%) to June 2013 (64%), and remained constant in June 2014 (64%). Geometry decreased from 42% in 2012 to 25% in 2013 and then increased to 42% in 2014. Trigonometry decreased in 2014 to 6% after being at 23% for 2012 and 2013. In an effort to ensure that students are more successful the following steps are being taken by the teachers within the mathematics department: • The integration of CCLS tasks and activities into the CCLS aligned curriculum map which is continuously updated. • Item analysis of Regent Exams and Departmental Exams in Teacher Team Meetings • Prosper Software provides detailed reports on student performance for every quiz and exam. • Professional Development periods designed to assist teachers with the curriculum rollout and development. • Professional Development periods designed to continue to develop effective question and discussion techniques. • Teacher Team Meetings used to analyze student work and develop focused strategies for SWDs and ELLS through differentiation, scaffold questioning focused on Depth of Knowledge. • To ensure that we achieve our goal of increasing the passing rate on the Geometry and Trigonometry Regents this year the math department will be monitoring student progress throughout the year by reviewing student work and performance at Teacher Team Meetings and departmental meetings. Student identified as needing intervention will be targeted and individualized plans will be developed and implemented. • Common planning with CTE teachers to develop tasks that integrate aspects of students CTE curriculum into their study of mathematics. Teachers will by monitoring student learning throughout each lesson using various methods. In addition to traditional informal assessments such as questioning and circulating the room during both individual and group tasks, teachers will be implementing the use of Turning Technologies Clickers and Document Cameras to check for understanding. The relative consistency of the scholarship over the last 3 years, in addition to the performance in June 2014 on the Integrated Algebra Regents, will result in a 2%

increase (72%) in the number of students taking and passing the Common Core Algebra I in Jan 2015 with a grade of 65 or higher (131 out of 183).

Instructional Strategies/Activities

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

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

Activity #1

To provide assistance to these students, we will focus on vocabulary, writing, and mathematical skills for free-response questions. In addition to careful integration of the CCLS curriculum, we will differentiate instruction based on students' learning styles.

- Monitor student progress via Datacation/Skedula/PupilPath and ARIS – each marking period.
- Continue to collaborate with Assistant Principal of Humanities/ELL and Instructional Support Services and their teachers to develop appropriate curriculum for students taking Regents exams.
- Continue to offer intensive Regents preparation in the Mathematics classroom on a weekly basis. Continue uniform final examination policy for grades 9, 10 and 11 using Regents as models.
- Engage students in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with Mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Encourage ongoing communication with the AVID Team personnel and other guidance personnel regarding student achievement.
- Encourage students to attend Math Regents tutoring offered after school and Saturday mornings in January through June.
- Strengthen Datacation/Skedula as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of learning goals.
- Include Regents-type questions on all examinations and incorporate them into weekly lessons.
- Reflect on data and student performance to plan instructional objectives via Inquiry Team and Teacher Teams.
- Reflect on data from Periodic Assessments, PSAT and student performance, to plan specific long-term and short-term instructional goals via Inquiry Teams and Teacher Teams each marking period.
- Set instructional goals and plan for achievement of individual objectives.
- Modify curriculum as needed at the end of each semester.

Activity #2

- Mathematics Regents team: The Mathematics department will meet once per week in Room 311 to look at student work data analysis from periodic assessment, teacher work and plan to implement effective strategies. The team will also track the progress of the identified students from the identified subgroups: female, black, low income, ELL and SWDs. CBO, Hope and Inspiration, Inc. (HAI) and after school tutoring will be utilized as resources.

Activity #3

- We will encourage on-going communication with guidance personnel with regard to student achievement and attendance.

- We will continue to present parent workshops at PTA meetings to inform parents about AYP, NYS Common Core Standards, Regents requirements, numeracy requirements, promotional guidelines, goal-setting, and helping the student at home, accessing ARIS Parent Connect and Datacation/Skedula/PupilPath.

- We will increase communication with parents and students via PupilPath, an online grade book, where teachers, parents and students can log on, on a daily basis to document and monitor student progress, thereby improving attendance and student performance for students in at-risk subgroups.

- The Math Club is run through HAI program after school to offer students additional tutoring within all topics of mathematics. The club provides both teacher led tutoring and peer tutoring services to all participants.

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

Activity #1

- Assistant Principal Mathematics and Department Teachers

Activity #2

- Assistant Principal Mathematics and Department Teachers

Activity #3

- Assistant Principal Mathematics and Department Teachers; HAI coordinator

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

Activity #1

- Teachers servicing students in LEP, ED and SWD subgroups

Activity #2

- Teachers servicing students in LEP, ED and SWD subgroups

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

Activity #1

- September 2014 to June 2015

Activity #2

- September 2014 to June 2015

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

Activity #1

Principal, Assistant Principal of Mathematics, all Mathematics teachers and Data Specialist will:

- Align curriculum with NYS Common Core Learning Standards and Citywide Instructional Expectations 2014-2015 in order for a minimum of 72% of the 9th grade students taking the Common Core Algebra I Regents to achieve a grade of 65 or better by January of their sophomore year. This performance by our 9th graders will help us increase overall student success.
- Implement instructional strategies in all classes to aid in solving verbal problems.
- Provide students in Grade 9 who scored below 293 on the 8th grade assessment, and who failed the first marking period, with mandated tutoring and small-group instructional AIS opportunities.

- Provide students who scored 70-79 on the Integrated Algebra Regents, tutoring in order for them to increase their score to at least an 80 to meet the CUNY standard of College and Career readiness.
- Data reflection on periodic assessments and Regents results to implement appropriate instructional strategies with respect to polynomial operations, factoring, and equation solving.
- Opportunities for professional development, inter-visitation, differentiation of instruction, integration of technology and sharing of best instructional practices among teachers.

The Tax Levy funding provides instructional and Academic Intervention Services (AIS) during the school day.

Activity #2

- Prosper Assessment Dates: monthly uniform assessment by grade level for 9th through 11th grade
- Mathematics Department will take the lead in learning Prosper Software to design their own periodic assessments. Designated Mathematics Department teachers will turnkey the information to the English Department starting December 2014; and the Science Department, February 2015.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Activities 1-3 - *area teachers will design unit contracts and daily lesson plans that reflect alignment with CCLS. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*

Parents will receive outreach via email notifications from the Principal, APO and Principal's Secretary. Emails and cell phone numbers to send text messages will be collected by and responded to by the school's APO and Principal's Secretary. This information will be uploaded to ATS, Global Connect, Pupil Path / Skedula.

Parents will also receive notices from NYCDOE via materials backpacked home with the students and bulk mail.

Parents will be offered training on how to use Pupil Path from Skedula. Through this software tool, parents will be able to track student progress in passing the New York State Comprehensive English Regents.

mckee@schools.nyc.gov has been created to give parents an email outreach and a distribution list has been created to inform parents of information.

Pupil Path has a link for parents to send an e-mail to all instructional staff members in the school regarding the progress of their child.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, the Work-Based Learning opportunities for our CTE students will be increased by 5% as compared to last year from 22 student internships to 24 via the Work-Based Learning program.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In order for our students to experience the college and career ready initiative, and to develop workplace readiness skills, real world opportunities need to be provided for our students to practice their CTE curricula. • In school year 2011-2012, McKee had 9 internships with 6 companies through the Work-Based Learning Program. • In school year 2012-2013, McKee had 12 internships with 6 companies through the Work-Based Learning Program. • In school year 2013-2014, McKee had 22 internships with 11 companies through the Work-Based Learning Program. • We have created a working plan to increase the participation in Work-Based Learning for our students. The Career and Technical Education teachers realized that the strategies used to do outreach to the different local businesses and organizations required joining forces with schools in Staten Island that had CTE programs to make sure that we were not duplicating efforts and bombarding the same businesses. We are targeting students for opportunities presented by PENCIL and the Department of Labor. We are partnering with other schools to participate in Career Con on February 2, 2015.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
Activity #1 • Implementation of AVID methodologies: Cornell note-taking and marking the text. National Honor Society, ***Activity #2*** • All CTE teachers will facilitate Work-Based Learning opportunities for their students. • Activity-100% 12th grade CTE teachers will implement a career self-assessment to students based on their CTE course. • Activity-100% of 12th grade CTE students will be enrolled in a career course to address the area of concerns based on the career self-assessment. • Activity-100% 11th and 12th grade students will be provided with a Work-Based Learning opportunity. • Seventy (70) students will participate in the first annual Career Con Work-Based Learning initiative and 28 students will participate in the Good Jobs initiatives aside from the Work- Based Learning program.
• **Key personnel and other resources used to implement each strategy/activity**
Activity #1 Assistant Principal for CTE, all CTE teachers

Activity #2

- Assistant Principal for CTE, all CTE teachers, Work-Based Learning coordinator

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

Activity #1

- Preparation of students for industry standard assessments: Skills USA, NOCTI and/or Certiport.

Activity #2

- 11th and 12th grade CTE students; Select Work-Based Learning students

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

Activity #1

- September 2014 to June 2015

Activity #2

- September 2014 to June 2015

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

Activity #1

- Principal, Assistant Principal of CTE and the Work-Based Learning Coordinator will seek college and career opportunities that will consist of internships, job shadowing, mentoring and dual enrollment college courses. In order to increase internships, the A.P. of Administration/CTE and the WBL Coordinator will create a concentrated plan to seek out local business to provide students with WBL activities in order to increase industry partner involvement by 10% from 13 industry partners to 17 industry partners.

Activity #2

- Advisory Council will assist in addressing the college and career readiness needs of our CTE students and curricular. Assistance will be provided in the form of funding projects, internships, job placement, guest speakers. The Advisory Council will assist in the following manner:
- Guidance personnel will be directly involved in exposing students to post-secondary opportunities as it relates to college advisement and college opportunities.
- The Business Advisory Board will offer advice/critique for each CTE program to ensure that the quality of instruction in the program is meeting industry standard specifications.
- The post-secondary articulations offer students various incentives to attend articulated universities that correlate to the students CTE program.
- Carl D. Perkins Act will help fund in-house and external work based learning opportunities by allowing teachers to attend professional development and allowing for the building of WBL through the WBL coordinator and CTE teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Activities 1-3 - Subject area teachers will design unit contracts and daily lesson plans that reflect alignment with CCLS. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

Parents will receive outreach via email notifications from the Principal, APO and Principal's Secretary. Emails and cell phone numbers to send text messages will be collected by and responded to by the school's APO and Principal's Secretary. This information will be uploaded to ATS, Globalnet, Pupil Path / Skedula. The point person to answer school e-mails is Mrs. Gina Simas.

Parents will also receive notices from NYCDOE via materials backpacked home with the students and bulk mail.

Offer an additional CUNY Math course in the Spring term.

Parents will be offered training on how to use Pupil Path from Skedula. Through this software tool, parents will be able to track student progress in passing the New York State Integrated Algebra Regents.

mckee@schools.nyc.gov has been created to give parents an email outreach and a distribution list has been created to inform parents of information.

Pupil Path has a link for parents to send an e-mail to all instructional staff members in the school regarding the progress of their child.

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	AVID methodologies: Cornell Notes, marking the text, Costas Levels of Questions, multiple choice test taking strategies	One-on-one writing conferencing with the teacher	During the school day
Mathematics	Problem Solving Strategies, Extension Tasks/Real-World Applications of Content Knowledge	Classroom Instruction, small group activities	During the school day
Science	AVID methodologies: Cornell Notes, marking the text, Costas Levels of Questions, multiple choice test taking strategies	Small groups	Offered after school
Social Studies	AVID methodologies: Cornell Notes, marking the text, Costas Levels of Questions, multiple choice test taking strategies	Small groups	Offered after school, Saturdays, Spring 2015 Offered after school, Tuesdays and Thursdays, 2014-2015
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Individual and group counseling services on depression, self-esteem, healthy relationships	Small group and one-on-one	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Presently 95% of the pedagogical population is Highly Qualified (HQ) with the remaining 5% in the process of attaining their degrees. In 2013-2014, we had two teachers on maternity leave (one returned September 2014). We also had one (1) social worker and three (3) teachers retire. We use a variety of resources to create a pool of candidates who are assessed for skill and subject area knowledge. We begin with the New Teacher Finder system along with a call for a list of available teachers in a given subject area to the HR Director for Network 405. We also review the Open Market Hiring System and Principal Henry sends an e-mail to colleagues to gather names of candidates. The principal, along with the assistant principals in the cabinet, access the DOE systems to review existing files. Also reviewed are previous ratings, incidents and pertinent information that provide an insight regarding the pedagogical and professional practices of the teacher. A list is developed and the candidates are asked to interview with the Assistant Principal of Supervision and a member of the teaching staff. Final candidates must do a demonstration lesson, with students present, using the Danielson framework. In In school year 2014-2015 we hired one (1) new teacher and one (1) guidance counselor to replace those who left. Of those hired, 50% taught in a previous school; 50% are new to the NYC DOE school system. Once hired, the administration works to retain the instructor's pedagogical services. We provide each teacher with a hard copy of the teacher and counselor hand book for RMHS. The cabinet meets with each teacher at the beginning of the year individually and collectively within departments to check on the instructor's progress. The assistant principal of Organization, along with lead teachers within each department, share pertinent information such as electronic pay access needs, medical selection, etc., with the payroll secretary. Instructionally, the lead teachers within the school meet with the Assistant Principal of Supervision to ensure that all members understand the pedagogical strategies. All teachers, new or veteran, are scheduled for an Initial Planning Conference (IPC) held with the Assistant Principal of Supervision and/or with the Principal. Individual meetings are held with each teacher and a supervisor to review student scholarship. Teachers have full access to the administrative staff and counselors throughout the term via e-mail and are encouraged to share findings, discoveries and issues. Teachers visit the supervisors and or principal to discuss instructional matters.

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).
High quality and ongoing Professional Development is provided each Wednesday: 1. Review of Danielson components 2. Review of ADVANCE rating system and establishing observation choices 3. Introducing student-led conferencing in the AVID block as a pilot in place of the spring parent-teacher evening conferences. 4. Introducing student goals and understanding learning objectives as part of CCLS and the Quality Review 5. Review and update of implementation of AVID methodologies across classrooms 6. Turn-keying two (2) AVID methodologies into CTE classes 7. Curriculum map assessment and alignment to new measures

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The Carl D. Perkins grant is used to support the instructional supplies for the 6 CTE programs. All items are inventoried and assessed as to how they will further enhance the academic/mechanical skills of the pupils.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participate in teacher teams in which they indicate and decide what particular assessments they will use: • ELA decided on baseline assessment • Math decided on baseline assessment • Science decided on subject-specific pre- and post-assessments • CTE decided on pre-assessments (Skills USA) and post-assessments (NOCTE and Certaport) The professional development is linked to the type of digital software program used to assess the multiple choice in ELA, Social Studies and Math which is the Prosperous software. Science will be learning how to use Prosperous software spring 2015 and CTE will use the digital grading system embedded in Skills USA, NOCTE and Certaport. The professional development for the CTE assessments will come from a designated lead teacher turn-keying information from attending CTE sponsored workshops.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

- 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 our school community;

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

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

- 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- 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;

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

- hold an annual Title I Parent Curriculum Conference;
- host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- support or host Family Day events;
- establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- host events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encourage more parents to become trained school volunteers;
- provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- develop and distribute a school e-newsletter or web publication designed to keep parents informed about school activities and student progress;
- provide 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;

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

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

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

- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a

language parents understand. This means that we will provide opportunities for ELL parents to meet with staff during parent-teacher conferences and special meetings created by ELL teachers for opportunities to acculturate their students. In addition to informing general education and ELL parents about online options through the RMHS website which is able to be translated in over 20 languages, we also have the PTA Newsletter which is also translated into the primary ELL language, Spanish and mckee@schools.nyc.gov . Parent-teacher meetings are backpacked as well as indicated on the school calendar on the school website and in the PTA Newsletter.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. On the third Monday of each month, parents have an opportunity to monitor how to spend the Title I, Part A funds.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with the following definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- Hospital Audiences, Incorporated (HAI).
- New York Urban League in association with NAACP's Staten Island Education Committee college awareness program will help co-sponsor college trips for students as well as the college fair.
- RMHS will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through several activities. The school will provide assistance to parents of children in understanding the following topics: the State's Core Curriculum academic content standards, the school's SMART goals, the Principal's Performance Review goals, Progress Report. Parents will also have explanations on how the school prepares students for state assessments such as the RCTs and Regents. Parents will also receive information about any new online software, and how the parents will be able to monitor the secondary and post-secondary plans of their children, college preparation, Freshman orientation and Freshman open house.
- RMHS offers parents many digital options to be informed about the options offered by the school, including Phone Master, http://wwwmckeecths.org, school scholarship blog: http://rmhs5blogspot.com, scholarship information: http://mckeemoney.blogspot.com, and teacher and parent instructional information: http://rmhs-projects.wikispaces.com; http://mshenry2.wikispaces.com.
- Parents are given explanations of special events through faculty presentations and student representatives through the School Leadership Team and parent-teacher meetings. For example, Gang Awareness, Cohort Targeted Scholastic Awareness, Day Against Hate, ADL-Peer Mediation presentations, Financial Literacy, and HIV/AIDS Prevention Project.

III. Discretionary School Parental Involvement Policy Components:

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

IV. Adoption:

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team ("SLT") and the Parent Teacher Association ("PTA"). This policy was adopted by the RMHS Fall 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2013.

School-Parent Compact:

Ralph R. McKee CTE High School (RMHS) , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-14.

Required School-Parent Compact Provisions

School Responsibilities

RMHS will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student core curriculum standards as follows: The school will implement Differentiated Instruction, attend professional development sessions, use of smartboards, Laura Resnick's Principles of Learning, Danielson's framework.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide report reports as follows: Parents will be notified through the school messenger, individualized phone calls made by teachers and distribution of report cards; teachers using electronically generated progress reports, Skedula, and mailing letters.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation when report cards and teacher-generated progress reports are distributed during classes and during parent-teacher conferences, ARIS, mailing post cards and notification letters.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: N/A
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through monthly parent-teacher meetings.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way through monthly School Leadership Team meetings.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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

- Signing and abiding by school-wide/department and classroom contracts.
- Abiding by the progressive discipline policy and Chancellor's disciplinary code.
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring use of internet.
- Volunteering.
- Chaperoning trips.
- Participating, as appropriate, in decisions relating to my children's education through the PTA and SLT.

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Complete at least 49 credits to graduate from RMHS and 80 hours of community service.
- Do homework projects and all tasks every day and ask for help when needed.
- Abide by the progressive discipline policy and Chancellor's disciplinary code.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Gain mastery in academic, social, workforce and employability skills.
- Attend all college preparation workshops and use the material.
- Attend State mandated assessments, PSAT/SAT and ACT preparation classes.
- Stay informed about all educational information and communication through the school website www.mckeecths.org; email mckee@schools.nyc.gov, the school blogs www.rmhs5.blogspot.com, and www.mckeemoney.blogspot.com.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 600
School Name Ralph McKee Career & Technical High Scho		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Sharon Henry	Assistant Principal Noreen Mullen
Coach NA	Coach N/A
ESL Teacher Juanita Ruano	Guidance Counselor Joyce Ippolito
Teacher/Subject Area Brigid Howley	Parent M. Greene
Teacher/Subject Area Frank Marelli	Parent Coordinator NA
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	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 not 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	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	633	Total number of ELLs	18	ELLs as share of total student population (%)	2.84%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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														0
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	**Newcomers (ELLs receiving service 0-3 years)**	4	**ELL Students with Disabilities**	11
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	0		2			12			18

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	4	0	0	2	0	0	12	0	0	18
Number of ELLs who have an alternate placement paraprofessional: 2										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	9	2	2	17
Chinese														0
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	9	2	2	18

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)														0
Intermediate(I)													1	1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
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									0

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	3		0	
Integrated Algebra	7		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	4		1	
Physics				
Global History and	3		0	
Geography				
US History and	3		0	
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1. Assessment Tools

   Tools used to assess the literacy skills of our ELL students are Achieve 3000 Level Set Assessment and the New York City Baseline Assessments

Achieve 3000 is a web based differentiated k-12 reading program that uses technology and native language support to strengthen students literacy skills to prepare for the NYSSESLAT and to meet the Common Core Learning Standards. Achieve 3000 initial level sets and interim assessments have shown that our ELL students need support in reading and writing and the ability to infer. The New York City Performance Assessments have shown that our English Language Learners need support in writing, specifically development (elaboration in support of a position) and identifying a counter claim.

The ESL teacher and the ESL, A.P share this data with the principal, the cabinet and all content area teachers. The data is also shared with the Data Inquiry Team. In order to support reading and writing in the content areas, all content area teachers are provided with and use New York State Education Department glossaries in the native language. ESL, ELA and Social Studies teachers also use exemplar writing samples and guide students in identifying the attributes of good writing based on a rubric. Content area teachers also use AVID Instructional Programs Methodologies such as marking the text and quick writes on a regular basis. All professional development sessions include ELL strategies and how they can be implemented in connection to the topic of the Professional Development

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Patterns that have emerged on the NYSESLAT show that our ELL studnents are making steday gains towards achieving proficiency in both speaking and listening and reading and writing. Over the last three years, students have moved from 59% proficiency attainment in listening and speaking to 62%. Fore reading and writing, proficiency attainment has moved from 11% to 38%. It is noteable that reading and writing have been the focus are for improvement. The methodoliges infused into the ELS class as well as the content area classes included the AVID methodolgy of modeling and marking the text and examination of writing exemplars based on rubric. Additionally, ELL students write each day using quickwrites and the Achieve 3000 program.

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

Paste response to question here:

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

Paste response to question

4. 9th grade students: 1 student scored at the Beginner Level, 4 intermediate and 3 advanced. 10th grade students: 1 student scored at the Beginner Level, 1 intermediate, 1 advanced and 3 scored proficient. 11th grade students: 2 students were absent and 1 scored proficient. The data shows that our ELL students make more progress towards language proficiency before the 12th grade. The data also shows that absenteeism impede progress of 11th and 12th grade ELL students who do not make gains towards English language proficiency.

McKee did not provide exams in the native language as the content was delivered in English and students and parents preferred to take the exam in English. The interim assessments are also administered in English. However, the ESL teachers and content area teachers use native language text support for scaffolding purposes. Exams in the native language are provided for newcomers at McKee. Native language supports are also provided to our students in the Achieve 3000 Program, which provides the native language version of the full English program. New York State education departmnet glossaries are used in all the content area classes and Global History teachers use the Holt McDougal Naitive Language Workbook. to support the ELL Global Students. In these instances the Narive Language is used as a formative assessments for the teacher and a scaffold for the student.

The ESL teacher and the AP ELL share the assessment results with the cabinet, network 405, lead teachers and all content area teachers. The framing question is how can the content area teachers provide support for ELL students.

School leadership shares the assessment results and provides targeted support and professional development for content area teachers during weekly PDP sessions and targeted teacher teams. The AP ESL provides the proficiency level progress over three years for each ESL student to all content area teachers. The data is presented in a chart with the Home Language indicated.The AP ELL consults with content area teachers to determine the progress of the ELL students and ensure the teacher's awareness of the ELL student's needs and resources and strategies to meet those needs.Professional development in AVID literacy methodologies to improve literacy skills for ELL students and all students are offered in August and throughout the school years here: +

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*.)

. Although McKee is a high school, we are moving towards RTI for ELL and all students by providing Academic Intervention Classes within the school day, before and after school tutoring and utilization of the PPT o question here:

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

6. All content area teachers are informed of each ELL student's language proficiency level, especially in light of the Common Core shifts to literacy in all the content area. Vocabulary is especially considered. Teachers use lesson plan templates that indicate the academic and domain specific vocabulary in each content area. Additionally, content area teachers plan for ELL students in each of their classes, indicating the ELL student on the lesson plan and implementing strategies that meet the student's need.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

    At this time McKee does not have a dual language program:

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

    The New York state Report Card does not thoroughly provide ELL data in terms of AYP as the number of ELLS are not sufficient to constitute a sub group. The AP ESL uses ARIS and Skedual to monitor the progress of ELL students' performance in English, Math and Graduation Rate. Credit Accumultation is also monitored. The data is presented at cabinet meetings and to the content area teachers during PDP sessions and teacher teams. In collaboration with the ELS teacher the data is evaluated and instructional strategies and supports are provided.

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.)

    Paste response to question her

    Part IV: ELL Identification Process

    Mr. R. D'Adamo, Pupil Accounting Secretary, notifies Ms. Mullen, A.P and Ms. Ruano, ESL Teacher of the arrival of any potential ELL family wishing to register at McKee High School. Ms. D'Adamo has a copy of Ms. Ruano's schedule and location for the school day. If Ms. Ruano and Ms. Mullen are in class at the time of the family's arrival, the student and the family are to remain in the Guidance Office with one of the available Guidance Counselors, Ms. Miller or Ms. Ippolito until Ms. Ruano; ESL teacher can conduct the informal interview. Ms.Ruano explains the Home Language Identification Survey. Ms. Ruano then provides the Home Language Survey to the parent to complete in the home language. Ms. Ruano then conducts an informal meeting to establish the student's dominant language. During the informal meeting conducted in both the Native Language and English, parents are engaged in the parents' home language and the student is asked to read a passage from an appropriate text. The student is also shown visuals from ed.helper.com. The student is asked to respond to these visuals orally and in writing in English.

    If the Home Language is other than Spanish or English other possible staff members may be utilized for translations. A survey of the staff indicated one staff member speaks Sri Lankan and another Italian. If the home language is other than Spanish, English, Italian or Sri Lankan, Ms. Ruano calls the NYCDOE Translation Service and requests a translator in the home language.

    Ms.Ruano administers the HLIS in the home language, with translators present.

    If Ms. Ruano, ESL teacher determines that the student's dominant language is other than English she administers the LAB R examination. The LAB R/NYSTEILL examination is available in Spanish If Ms. Ruano determines that the LAB r should be administered in Spanish (to Native speakers of Spanish) The Lab R is administeredonce, immediately upon the student's arrival. If this is not possible, the school will administer the LAB R as soon as possible, but definitely within the required ten days. Native speakers of Spanish are administered the Spanish Lab R by Ms. Ruano. All parents of ELL students are required to attend an informational meeting within ten days of enrollment.

The LAB R/NYSTEILL Exam is scored by Ms. Ruano and she identifies the student's language proficiency.e:

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.

Orientation Video from the EPIC toolkit is shown and the ELL parent Brochure is explained in the home language. The Parent Survey and Selection Form is completed in the Home Language after an explanation of the various program options is presented with translators present. If the parent selects TBE or Dual Language, Ms. Mullen, A.P and Ms. Ruano, ESL teacher, explain to the parent that that his /her choice is not presently available at McKee as the school now offers a Freestanding ESL program. It is emphasized to the parent however, that his/her parental choice is important and relevant. It is explained that the parent choice will be kept on file and recorded as the specific parent choice. Ms. Mullen and Ms. Ruano then explain that when there are a sufficient number of students on a grade level, the TBE/Dual Language choice will become available.

If the parent of an ESL student does not have a program selection choice indicated the following outreach efforts are made. The home is contacted via phone and mail in the home language using NYCDOE translation services to invite the parent to school to discuss the parent selection choices. The school's CBO, Hospital Audience, Inc, offers theater tickets to both students and parents who attend the meetings where program choice will be explained. Parent meetings and program choice explanations are also held during Parent Teacher Conference Evening and Afternoon. Outreach is ongoing. Ms. Ruano and Ms. Mullen conduct letters and phone contact in the home language on an ongoing basis, utilizing identified staff or NYCDOE translators. Parents are also invited to informational sessions, celebrations and showcases of student work and theatrical events. ELL families without a recorded parental choice are identified so that in the event that the parent comes to the school, Ms. Ruano is contacted by Guidance or school safety so she may fully inform the parent regarding parental choice. If the parent cannot be contacted and the parent selection form is incomplete, the default program choice is TBE, Transitional Bilingual Education.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

3. When a student's entitlement to receive ESL services within the first ten days of enrollment is determined, parents are notified via mail. Letters are sent in the home language. Parents of students who continued to be entitled as determined by the results on the NYSESLAT,(and through monitorting of the ATS report RLER,) receive Continued Entitlement Letters that are mailed to the homes in the home language, to the extent possible. Ms.Mullen, A.P and Ms. Ruano, ESL teacher, prepare the letters and they are mailed by Ms. Parente, Secretary. Entitlement and Continued Entitlement Letters will be stored in the Cumulative files in the Pupil Accounting Secretary's Office room 307.. Ongoing outreach is conducted via phone and mail to those families who do not have a Parent selection form on record. If a parent survey and selection form is not on record, it is assumed that the parent has chosen, Transitional Bilingual Education. All Parent Survey and Selection Forms are stored in the Office of the Pupil Accounting Secretary in room 307.

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.

All students deemed eligible to receive ESL services as evidenced by the results of the LABR/NYSTEILL will receive the service within ten days. Ms. Ruano,.ESL teacher, Ms. Mullen, AP and Ms. Eberlein, AP use the NYSESLAT score to measure the students progress toward English proficiency The RLER iand RELL ATS reports are examined. Based on these results the students' language proficiency is classified as Beginner , Intermediate Advanced or Proficient. Such classifications are used to determine and provide the required amount of ESL and ELA insturction based on the Regulations of the Commissioner, Part 154. In order to fulfill New York State Education Department CR Part 154 requirements, Ms. Mullen, Ms. Ruano and Ms. D'Adamo, pupil accounting secretary, complete the Extension of Services report for those students who have received servcies for more than three years. This ensure that theh state funding is available to support students. Throughout the school year the ESl teacher, Ms. Ruano, ensures that information regarding ELL is collected and documented in BESIS. Students are then programmed in our ESL classes based on the program choice identifed by the parent. Entitlement and Continued Entitlement Letters are mailed to the home and the letters for each student will be maintained in the cumulative files in the Pupil Accounting Secretary's Office , Room 307. If a parent choice is not on record then the program selection defaults to TBE. McKee High School understands that if there are 20 students on a grade level with TBE as the parent choice then the school must offer a TBE program.

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.

Prior to the administration of the NYSESLAT, a meeting is held with the principal, Assistant Principals and ESL teacher, Ms, Ruano to determine the NYSESLAT Exam date and make up dates, procotring of the exam, parental notification and scheduling of students The ATS report RLER is monitored and examined.:

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.

A review of the parent survey and selection froms for the last tow years indicate that 4 parents of ELL students have chosen freestanding ESL as their program of choice. 14 parents have no parent choice indicated. Ongoing Outreach via letter and phone are conducted by Ms. Mullen, Ms. Ruano and Ms. Starkey attendance teacher, to contact the home of any family who has not registered a program choice. It is understood that no parent survey indicates a TBE program selection.

Part V: ELL Programming

A. Programming and Scheduling Information

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

. Students are placed in the ESL classes based on profiency level as per the NYSESLAT or LABr/ NYSTEIL, regardless of grade. ELL students remain together for the ESL classes. However, the ELL students a part of different shops and content area classes throughout the rest of their programmed day.

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)?

In accordance with NYS CR Part 154 all ELL students at McKee receive the mandated number of minutes. Beginners receive 540 minutes a week in freestanding ESL classes, meeting three periods a day. Intermediate students receive 360 minutes per week in freestanding ESL classes, meeting 2 periods a day. Advanced students receive 180 minutes per week in freestanding ESL classes, meeting one period a day. The ESL teacher provides 25% of the instruction in Spanish within the ESLclasse

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.

The ESL teacher has been trained and receives on going professional development in the CCLS and the instructional shifts in the

content area. The ESL classroom has a set of content area texts and collaborates with content area teachers during teacher team and PDP session to coordinate content. The ESL teacher implements AVID instructional methodologies for ELL students that are aligned to the common core. In order to foster language development the instructional strategies include picture prompts, strategic collaboartive pairs, AVID student led inquiry groups, resources for ELL students to use independently, such as Ipads in the classroom and differentitated activities, inclusive of Achieve 3000, especially to support the ELL student's access to non fiction text and Global History Texts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Special consideration os given regarding the overall context of students English Language Proficiency. Students understanding of content must be assessin both the native language and English. ELL students are formatively evaluated with Native Language support and where possible to determine the students' development in all areas including listening, speaking reading and writing. Content area teachers also use observational data provided by the ESL teacher includign social emotional and behaviora data. All ELL students use the Achieve 3000 program with native language support. Global History teacher use workbooks in the native language to assess student's content understanding and when necessary ELL students are evaluated by a bilingual assessment teaml
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   ELL students are evaluated in all four modalities throughout the year through use of the schoolwide AVID methodologies The Common Core alinged strategies utilizes a variety of materials and methodologies that incorporate listening, speaking, reading and writingand promote critical thinking skills. Teachers create learning experiences for students which them to work and think critically about text in diverse collaborative pairs or as part of a Socratic Seminar/Philosophical Chairs. To evaluate students in reading and writing ELL students experience teacher modeling the marking of the text, questioning text . The text can be a video, art work, visual or written text. Students also examine writing exemplars based on a rubric to "see" the attributes of good wrting. ELL students engage daily in quick writes and Cornell Note Summaries which serve as evaluation of their understanding of content.
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).

At this time we do not have any SIFE students. However, our plan for newly arrived students with interrupted education involves an informal interview in both the native language and English. Sife Students will be provided support classes in which insturction is differentiated to meet their needs. Appropriate levels texts will be provided as well as before and after school tutoring

New comers to McKee who enter with little or no prior English Language instruction are programmed for three periods of ESL. It is also recognized that newcomers need special support in order to succeed academcially and socially and to work towards meeting the Common Core Standards newcomers are paired with a buddy who can communicate in the native language. The afterschool program also welcome newcomers and a tour of the afterschool activities is provided in the native language, to the extent possible.

Students who are in the midst of receiving 4-6 years of ESL instruction are provided additional support in one to one conferencing with the ESL teacher, peer group tutoring via AVID methodologies. Students also participate in the AChieve 3000 program with native language support.

Long term ELL students continue to receive all possible supports. Tutoring and one to one conferencing with the ESL teacher and the AP are routinely conducted to determine the specific support needed by the student. Additionally, we apply for an extension of services for the students in order to continue to meet the needs of the long term ELL students. In 2013 three of our long term ELL students attained proficiency on the NYSESLAT.

Students who require alternative placement in special education classes are provided language support that addresses the student's specific deficits and delays both cognitivley and in terms of language. Due to the smaller class size, instruction is delivered to meet the needs of the different levels of ability

Former ELLS, or those who tested proficient within the last two years, receive appropriate testing accommodations. Glossaries are provdied for the State Examinations and any other required accommodations.. The ESL teacher and the AP ESL check on the progress of former ELL students.

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?
   Teachers of ELL SWD provide grade level materials for their students by chunking text and modeling how to access that text through teacher think alouds and the researched based AVID marking the text methodology. Teachers also use strategegic instructional pairs, native language translation and glossaries: All ELL SWD also participate in the Achieve 3000 program which provides differntiated text of the same article/topic. Research , look for viusal images, dictionary application Pages. I pad resources used are POPPET, story arc, audio read back, dubbing, and caption wrting This strategy is used as a scaffold to promote access to academic content and aid ELL SWD students in english language acquisition and meeting the common core

standards.Global History area teachers have identifed alternate text for ELL and ELL SWD students Studetns are programmed based on the NYSESSLAT scores In accordance with each student's IEP, Laura Mahloohji, Special Ed Complinace Coordinator ensure that all students receive mandates as per the IEP (speech, counseling,, OP, PT) Two students with a Bilingual indication on their IEPS are assigned alternate assessment paraprofessionals.The ESL teacher pushes into the Math Alternative class.

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 teachesr use the yearly curriculum maps as their guide for insturction. The maps address the CCLS, themes and topics for all students in all classes. The maps also include specific strategies for helping ELL SWDs access the same contnet as all other students. Students are placed in the least restrictive environment based on the ongoing evaluation of the IEP team . A student may not be considered to be a student with a disability if the determining factor for the decision is limited English proficiency. In accordance with each student's IEP, Laura Mahloojhi, Special Ed Compliance Coordinatorensures that all studetns receive mandates as per the IEP (speech, counseling, OP,PT0 . At the beginning of each school year, the Guidance/Special Education Com. meets to review and and discuss student programs to ensure that the least restricted environment is provided for ELL-SWD students, within the mandates of the IEP. The Guidance Special Education Committee also meets when ELL SWD students have an annual review to ensure that the student is placed in the least restrictive environment. The ESL teacher is consulted.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   Differentiated Insturction Techniques are used as targeted interventions for ELL studentsin n ELA and Math and other content areas. The diffentiated stratgeis and targeted intervetions are indicated on the curriculum maps. The curriculum mpas are consistenly audited and audited in the teacher team. A Teachers use their knowldedge of Beginner, Intermediate and Advanced ELL students to target intevntions.. Knowledge of student cultural backgrounds, learning styles and inerests are used to engage students. Additionally, s Beginner, Intermediate and Adcaned students also participate in the AVID ten step student led inquiry tutoring. In this targeted intervention the ESL teacher and AP iidentify a state assessment on which the ELL students underperformed. In 2012-13 the intergrated Algebra exam was identified. Both beginner and intermeidaote ELL students were sturggling in Integrated Algebra. The ELL students participated in the 10 step tutporing process with Former and non ELL students in a student led inquiry process monitored by the ESL teacher. All students experienced gains in their class grades and 4 out of 7 passed the Integrated Algebra Regents. Additionally, there are 15 Ipads available in the ESL classrooms to aid the ESL teacher in differentiating instruction.

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 current program is showing student gain the language proficiency over the last three years. However, we recognize that our ELL students need additional support in the Global History classes. Oup plan is to use more targted interventions, and provide the AVID Tutoring process for ELL students in Global 3 and 4. We alo plan to implement the new 5-6 week scope and sequence in Social Studies available in the Achieve 3000 program. The ESL teacher will collaborate with the content area teahcers to provide additional support witb the Achieve 3000 progran alinged with the Global History Maps.

11. What new programs or improvements will be considered for the upcoming school year?

    New programs will include the Social Studies scope and sequence from Achieve 3000:

12. What programs/services for ELLs will be discontinued and why?

    We will not be discontinung any programs for our ELL students

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    All schooll programs flyers and notices are translated into Spanish and the native language to the extent possible. A representative from the CBO, HAI, visits the ESl classrooms and invites the students to join in theafterschool activities., theater trips and college trips All Assistant Principals are asked to notify Ms. Mullen when events are initiated from their offices so that she can ensure that ELL students are infomred and inluded.:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Instructional Materials and technology used to support ELL studetns include Achieve 3000, native language workbooks, native language glossaries and Ipads in the ESL classroom equipped with ESL learning apps Native language material are also available in the school library. The Achive program iand the ipads are used in the ESL classroom. The ESL teacher coollaborates with the content area teachers to provide additional content area support and work towards language proficiency

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

    Native Language support is provided in all classes as 17 of our ELL students are native Spanish speakers and our ESL teacher iis fluent in Spanish.. Native language support is part of the ESL classes. Students participate in the Achieve 3000 Spanish web based program and we will purchase additional bilingual texts for our classroom libraries.

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

    All required support services and resources correspond to the student's ages and grade levels and proficiency levels. Since our ESL classes are heterogenous interms of grade and age, we ensure that student materials are appropriate.

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 ELl students new to the school and the country will be part of a buddy porgram. EAch student will be assigned a peer mentor from the AVID program who will supply the student with information an, such as important locations in and round the school and other support services. This poractice will provide an opporuntity for the ELL students to develop social connections and promote a welcoming and open culture and tone in the school. Additionally, this interaction will provide meaningful language development using the school community.:Additionally, the AP ESL will ensure that new ELL students accepted to McKee will ahave access to the summer bridge program.

18. What language electives are offered to ELLs?

    Iltalian is offered at McKee.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    At this time, McKee does not have a dual language program.

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.

In house and external Professional Development is offered to the entire faculty during the city wide professional Development Days. Faculty attend workshops and professional development sessions offered by the Office of English Language Learners and CFN 405 and AVID. These workshops focus on strategies and methodologies to aling instruction to the Common Coare and the insturctional shifts as well as differentiation techniques for ELL students. Additionally, teachers meeti in weekly PDP session and targeted teacher teams. The ESL teacher is involved in targeted teacher team meetings to provide ESL subgroup support We will aslo monitor the ELL training of each staff member in the building using an excel spread sheet. maintained by the Payroll secretary to esnure then7.5 hours of professional development for all teachers and ten hours for Special education teachers Agendas for all training will be maintained by the oayroll secretary and in the teacher's folder..

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?

In order to engage our ELL parents, four parent meetings/workshops are held every year. Invitiational letters are translated into the home language. This year we are planning to administer a parent interest survey and provide guest speakers . Another planned event iis to have ELL students explain how to access pupil path to their parents. The school's CBO Hospital Audience Inc alos invites ELL parents to theatrical events. The AP ESL will investigate the nearby JCC ito determine the availability of adult ESl Classes.

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: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Henry	Principal		11/13/14
Noreen Mullen	Assistant Principal		11/13/14
N/A	Parent Coordinator		11/13/14
J. Ruano	ESL Teacher		11/13/14
M. Greene	Parent		11/13/14
Brigid Howley	Teacher/Subject Area		11/13/14
C. Bilotti	Teacher/Subject Area		1/13/14
	Coach		1/1/01
	Coach		1/1/01
Joyce Ippolito	Guidance Counselor		11/13/14
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		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: 31R600 **School Name:** Ralph R. McKee CTE High School

Cluster: IV **Network:** CFN405

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.

Using ATS, ARIS and the Home Language Surveys to identify students whose home languages are non-english, the following steps are follwed to ensure that parents receive translated materials that are language appropriate

Permission slips and forms needing parent signautres(Translation and Interpretation unit)
Report Card (Intranet)
Insrtuctions for projects and special homework (Translation and Interprepation unit)
Meeting invitations and announcement (Translation and Interpetation unit)
Health Letters, Entitlement letters, Continued Entitlement letters, Parent brochure, Parent survey and selction form. (OELL)
Discipline Code (OELL)
I speak Cards(OELL)
School Messenger (translation into Spanish available)
School safety ELL cards(OELL)
Flyers and Special Events (Translation and Interpretation)
Parent Interest Survey (Translation and Interpretation)

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.

At the start of the 2013 -2014 school year,the AP, ESL requested that all parent information that comes from each of the Assistant Principal's ofices be sent to the AP ESL in advance, so that she amy arrange translation. Also, during the parent conferences, parents of non ELL students clarified their choice of language in which to receive correspondence from the school.The ATS report is used to ensure that parents receive correspondence in the language requested.

Part B: Strategies and Activities

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

The school will make all parent notifications available in written ranslated form as requested at the student intake meeting. We will utilize an McKee teacher to translate letters/documents into Spanish. For other languages (Bengali) we wil use NYCDOE Transation and Interpretation or if needed a vendor. Parents will be provided with a tanslated Parent Handbook as well as essential documents that are distributed throughout the year.In order to ensure these translation services to our ELL parents, the AP ESL and the ESL teacher will oversee this processl

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.

McKee will utilize an in school leacher for oral interpretation and translations in Spanish, Italian and Sri Lankan for meetings, events and phone contacts. For our school events, the AP ESL and ESL teacher will survey the language needs of the ELL parents who will attend meetings and the they will align a speaker of that language for oral transition.

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.

The Parent Handbook will be provided to all parents on Open School Day and Evening. Additionally, English and translated copies will be available n the main waiting area, room 121. School safety and the main area will be supplied with I Speak Cards and translated documents to ensre that any parent coming to the school will reach any administrative office and that language will not be a barrier.