



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K265

School Name:

DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS

Principal:

MICHAEL WALKER

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Dr. Susan S. McKinney Secondary
School of The Arts School Number (DBN): 13K265

Grades Served: 6-12

School Address: 101 Park Ave, Brooklyn, NY 11205

Phone Number: 718-834-6760 Fax: 718-243-0815

School Contact Person: Michael Walker, Sr. Email Address: mwalker10@schools.nyc.gov

Principal: Michael Walker, Sr.

UFT Chapter Leader: Will Hylton

Parents' Association President: Celia Green

SLT Chairperson: Patricia Edwards

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Emma Cholette Fraiser

Student Representative(s): Tasha Rose
Amara Lambright

District Information

District: 13 Superintendent: Barbara Freeman

Superintendent's Office Address: 355 Park Place, Brooklyn, NY 11236

Superintendent's Email Address: bfreeman@schools.nyc.gov

Phone Number: 718-636-3284 Fax: 718-636-3266

Borough Field Support Center (BFSC)

BFSC: 94 Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201

Director's Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Walker, Sr.	*Principal or Designee	
Will Hylton	*UFT Chapter Leader or Designee	
Celia Green	*PA/PTA President or Designated Co-President	
Louise Hallett-Randall	DC 37 Representative (staff), if applicable	
Emma Chollette Fraser	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Amara Lambright	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tasha Rose	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cornelius Jeter	CBO Representative, if applicable	
Wanda Williams	Parent	
Nadine Spencer	Parent	
Miller Peoples	Parent	
Zakiya Harris	Teacher	
Kenya Mabry	Teacher	
Tamara Nizovitina	D75 Coordinator	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Dr. Susan S. McKinney is a Visual and Performing Arts secondary school with 487 students from grade 6 through grade 12. We are a fully auditioned school that if accepted in the high school, students must complete 10 credits in the Arts along with other mandated course credits to graduate College and Career Ready. Students in the middle schools are exposed to the Arts and must receive a minimum of 4 periods weekly. The school population comprises 68% Black, 23% Hispanic, 1% White, 8% other students. The student body includes 4.5% English language learners and 21% Special Education students. Boys account for 38% of the students enrolled and girls account for 62%. The average attendance rate for the school year 2014 – 2015 was 88%.

Mission Statement:

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

During the 2014-2015 school year, collaboratively we made adjustments after an extensive review of our data school wide in October 2014. During the data item analysis initiative, teachers were afforded the opportunity to see how students performed on specific questions during state test and Regents exams. In doing so we wanted to give the students more opportunity to experience testing simulations and at the same time gather more data for teachers to analyze and determine instructional shifts. Based on our findings, the students struggled to comprehend the language in the questions which made it challenging for them to choose appropriate responses. In alignment with the Framework for Great Schools we collaboratively initiated more Rigor in the classrooms focusing on vocabulary and questioning to deepen the students' knowledge base and comprehension skills. Teachers analyzed the results from the testing simulations and engaged in discussion around instructional modifications and adjustments to curricula ensuring coherence from grade to grade. Teachers were empowered to choose which content area simulation would occur from month to month. We strategically implemented the simulations until a week prior to the January 2015 Regents exams. The results of the Regents exam showed an increase in all subjects as compared to January 2014. In ELA 37.5% increase, Global History 11.96% increase, US History 7.79% increase, Algebra 9.77% increase, Living Environment 30.98% increase and Earth Science 36.84% increase.

In implementing the school wide initiative that focused on increasing vocabulary and the level of questioning the decision was made to use the Depth of Knowledge wheel to promote higher order thinking skills across content areas. Teachers were encouraged to use a variety of questioning strategies and insist that students do the same when questioning peers in groups and or addressing the teachers. This became apparent when visiting classrooms to see students engaged in accountable-talk and small group discussions using vocabulary in alignment with Common Core. In some cases teachers were observed using level one questions but strategically knew how to probe for deeper understanding.

Through ongoing assessments the data revealed moderate growth as evidenced through the January 2015 Regents scores. With such strategies we can reflect and refine the process and make it a continuous assessment tool for curricula adjustments and instructional coherence. Our plan for 2015 -2016 is to continue after refinement to administer the testing simulations focusing on questioning, vocabulary and writing across content and across grades in alignment with Common Core.

During the 2014 – 2015 school year we started in early October with our professional development around student data and the implications thereof. Teachers read and discussed "Using Data to Improve Learning for All" which was a

collaborative inquiry approach by Nancy Love. This generated extensive conversations around various forms of data including the ladder of inference, preconceived assumptions around data and other means of looking at data. Through dialogue and collaboration, teachers began seeing beyond the printed page and to delve deeper into the implications for curricula shifts. We decided that we would provide the teachers with as much data on their students as possible and the means and time to engage in discussion around the data. As we move forward in 2015 -2016 we will strategically continue to analyze data for the purpose of a Supportive Environment support the needs of the teachers and of our students. At the conclusion of every marking period teachers will be given a Scholarship report from STARS that break down percentiles and pass fail percentages by name, section and or official class. All of which will be added to the teacher's data binders for ongoing review and reflections to determine needed adjustments and or recommendations to units of study, instructional focus and assessments. We will provide access to the item analysis worksheet of previous Regents and NYS ELA and Math exams so teachers will know what modifications in instruction to deliver as well as assessments. The CARE team will analyze attendance data to ascertain correlations with attendance and academic success, the impact on instruction and provide recommendations for improvement.

In 2015 -2016 we will continue with the inquiry process to insure that we are reaching our instructional goals and addressing the needs of every student. As in 2014 -2015 through Inquiry we arrived at our problems of practice which was the level of questioning and the use of vocabulary as aligned to the Common Core. Consequently we will employ the same strategy whether it is through data or observations we will strategically plan professional develop to address the need. We will continue using Advance to improve teacher practice and the delivery of high quality instruction in a Supportive Environment. The focus will revolve around timely and quality feedback and next steps within 24 hours. It is evident that the results revealed by the data on the Regents exams has resulted in an improvement in teaching practices, as measured by observation reports, and the building of teacher capacity and empowerment evidenced by group and classroom level data.

In 2015 – 2016 we will continue with the Principal's open door policy. This lends itself to the Framework for Great Schools element a "Supportive Environment." In addition as a pilot initiative we will be instituting a mentoring program where each staff member will mentor a minimum of 5 students. These students will be from the lower third of our population as well as ELLs. In 2014 – 2015 when parents, teachers or students wanted to speak to the principal, time was given. Parents expressed through interviews and conversations with the Parent Coordinator that being acknowledge and greeted without having to wait for long periods of time meant a lot to them. To promote Strong Family and Community ties we will refine this policy to insure parents feel welcome and a part of the community. In 2015-2016, students will participate in leadership institutes and initiatives, including Usher's New Look, Girl Be Heard, The Brooklyn Navy yard, PSAL, CHAMPS, peer to peer tutoring, Respect for All and Student Government in an effort to deter the use of social media incidents and improve upon social skills. These entities will serve as partners for a Supportive Environment. We will continue to focus on providing quality services and support to all students including ELL's, and SWD's to insure academic growth and success.

13K265 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	21	# Drama
# Foreign Language	12	# Dance	7	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.8%	% Attendance Rate		78.9%
% Free Lunch	79.9%	% Reduced Lunch		4.8%
% Limited English Proficient	4.4%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		71.6%
% Hispanic or Latino	23.9%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	1.2%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		23.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		7.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		40.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	52.4%	Mathematics Performance at levels 3 & 4		39.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		74.3%
% of 3rd year students who earned 10+ credits	57.9%	4 Year Graduation Rate		65.8%
6 Year Graduation Rate	87.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In conducting a comprehensive assessment we gathered feedback from all stakeholders across the school community. These were inclusive of the SLT, administrators, teachers, and parents. Based on a review of our Regents scores for June 2014- 2015 and the New York State ELA and Math item analysis professional development we arrived at the conclusion that on the regents exams, students faced challenges with varied multiple choice questions and DBQs as well as the middle school having similar problems with multiple choice responses. As a result the data showed specific items that the students demonstrated challenges in their responses. In September we surveyed the staff to determine their strengths and weaknesses to guide our Professional Development calendar, the Danielson Framework cycle of observations and feedback and collaborative peer work. We provided stakeholders with the four McKinney Goals requesting feedback across three areas: 1. What methods could be used in developing higher level questioning strategies and vocabulary usage to align with CCLS.,2. to collaboratively discuss how data is being used to improve upon instructional practice and curricula modifications to aligned to the Framework For Great Schools (Rigor and Supportive environment) and better student outcomes; 3. identify data gathered from instructional rounds, Teacher Ease, attendance, observable, simulation and STARS that provide clear indications that instructional shifts are merited.</p>		

This is a priority area for improving student performance based on our school's 2014-2015 progress report and data reviewed by the school (STARS scholarship report, Regents and NYS ELA and Math item analysis findings)and the school report card. Additional review of Periodic Assessment and in-house testing provided evidence that more strategies for students falling below level 2 must be implemented and strategically implemented.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop a community of faculty, teachers, and students focused on strengthening student work by engaging in crafting Common Core Standards Performance Task in literacy to provide feedback to align literacy instruction and argumentative writing across all content areas and increase the rate of student performance by 10% evidenced and measured by reviewing student work, Regents results, citywide assessments and teacher designed assessments..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Engage the entire PLC by June 2015 in teams looking closely at student work to understand gaps between current student performances and Common Core State Standards demands. In monitoring student work we seek trends and have a better understanding of how to address all student needs and points of entry.</p>	<p>All the staff grades 6-12</p>	<p>Sept. 2015 - June 2016 and reviewed on monthly PD sessions.</p>	<p>Lead teachers, administrators, department chairpersons,</p>
<p>Teachers will revisit “Using Data to Improve Learning for All” by Nancy Love and</p>	<p>All teachers across all content areas.</p>	<p>Weekly from Sept.2015-</p>	<p>Administrators, Lead Teachers, Department chairs.</p>

<p>specific chapters of “Data Analysis for Continuous School Improvement” by Victoria L. Barnhardt, to aid in the improvement of instructional strategies. In weekly Professional development session held on Monday designated for looking at data.</p>		<p>June 2016 on designated Mondays</p>	
<p>To address the needs of students with disabilities, the staff that services the population will engage in professional development to modify instruction to meet the needs of all students. There will be ongoing monitoring of IEPs and student goals to insure that students are receiving all mandate services. The staff will meet with an administrator or in departments monthly to discuss student performance, Tri-annuals, Annuals and the scheduling of parent meeting dates.</p> <p>For the ELL population teachers will also engage in professional development to better address student needs. Teachers will be encouraged to work towards obtaining dual license and in addition we will use an online application as a supplement (Rosetta Stone)to address all levels, beginners, Intermediate and Advance students.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Aps, Department Chairs, Psychologist.</p>
<p>Increase the participation on the SLT, PAC, & monthly Parent Academy meetings. Maintain a Parent Coordinator to serve as a liaison between the school and families. Implement events that parents can be celebrated on the merits of</p>	<p>Teachers, Administration and Parent coordinator.</p> <p>Parents, , Teachers</p> <p>Parents / Guardians</p>	<p>Sept 2015 –June 2016</p> <p>Sept 2015 –June 2016</p> <p>Sept. 2015 – June 2016</p>	<p>Administration, CEC 13, Parent Coordinator and teachers.</p> <p>Administration, Data Specialist, Parent Coordinator</p>

<p>their involvement. E.g. Awards night with certificates and trophies.</p> <p>Provided and assist parents with the means and resources to understand the expectations and accountability systems, where computer(s) are always available to parents and the parent coordinator will set up individualized meetings with parents. Parent meetings are scheduled on Tuesdays as per the new UFT contract. Secondary scheduling is provided to accommodate parents that cannot attend Tuesday meeting times.</p> <p>Continued use of Teacher Ease providing parents with the resource to communicate with teachers and to access immediate achievement information per individual class teacher and or progress reports.</p>			Principal, AP's, Parent Coordinator
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In making informed decisions regarding the school’s budget to address instructional goals and meet student needs including ELL’s and SWDs, the school continues to focus on strengthening the units of study in the middle school and providing additional supports needed for English language learners. As a result the principal purchased additional software programs (iReady) - diagnostic software to support independent work sessions and increase student development of academic vocabulary.</p> <p>Set aside funding and materials for intensified coursework, testing simulations, the implementation per-session extended day small groups , Saturday programs and after-school programs for both the middle and high school and blended learning (iLearn) utilizing technology as a self-paced idiom. Professional development, per-session hours designated for the reviewing, writing of tri-annuals and annuals for the special education population. School leaders adjust their schedules to align their work hours to the extended day schedule for select grades/programs in order to lower the cost of per- session hours. The purchasing of materials, books and or technology, that will give students the much needed resources to aid students in succeeding and the acquisition of credits and a higher quality of work to become college and career ready.</p> <p>We will focus on additional programs that will enhance literacy across content areas, social and emotional development and a sense of collaboration. These programs would include PSAL for high school boys and girls,</p>

CHAMPS for the Middle school girls and boys, Girl Be Heard, Usher’s New Look Leadership Program, Student Government, United Nations Leadership Conference, McKinney Newspaper, Student study groups and other initiatives.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In a new initiative for 2015-2016, to gauge the level of progress being made, administrators and teacher teams will review the data from the Scholarship report on STARS at the end of each marking period, review Regents results from January testing, item analysis, progress reports from IReady, teacher-made assessments, and ongoing cycle of observations. Students will go through test simulations in both the high school and middle school bi-monthly to determine students’ areas that need improvement for the purposes of implementing instructional shifts. There will be consistent monitoring and analysis on the impact of student attendance, punctuality and behavior on student performance via the C.A.R.E. Team.

Upon reviewing the data from the mid- point benchmark in February, the collective decision will be made to determine adjustments and or modifications to the entire action plan or sections if an increase of 5-7% in student overall marking period grades and Regents exams are not achieved. In doing so, all information will be shared with all stakeholders so all will be knowledgeable of our current standings, modifications and celebrations.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The 2013-2014 Quality Review states, “school staff implements multiple structures that provide a safe and inclusive environment, leading to ongoing academic progress for all students.” In addition the 2014-2015 School survey states that 83% of all students feel safe in the school environment.</p> <p>To continue to build on these results we will continue to look at the impact of students’ social behaviors, social media and the impact on student incidents and our suspension rates. Our goal is to minimize suspension without risking the integrity of the building and its structures. The students at McKinney will always be heard by the adults of the building. We have sustained a culture over the years where there are no invisible children and no invisible staff. This year our staff has been involved in building relations and learning as much as possible about the students they teach. Emphasis has been put on accenting the positives about our students but not relinquishing the negatives that must be confronted and improved upon. We are in discussions on each staff member mentoring at least five students as a pilot to determine the impact of student outcomes.</p> <p>Our strength in this areas lies around our structures in place that provides quick resolve to issues surrounding social behaviors, bullying and other areas that interfere with students feeling safe and supported. An identified area of weakness involves having adequate staffing to provide support in such times of crisis.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Our Goal is to demonstrate a supportive school environment by increasing student and teacher opportunities for growth professionally and academically, extended day activities, mentoring, peer to peer collaboration and promote more opportunities for student and teacher empowerment as well as implement rigorous instruction with real world applications that will increase student daily attendance by 5% and show a decrease in lateness of 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will continue using Advance to assess and support teacher practice</p>	<p>Teachers</p>	<p>Oct. 2015 – Jun. 2016</p>	<p>Principal, AP’s, Leader Teachers, Dept. Chairs.</p>

<p>and student achievement. Provide meaningful feedback within a 24 hours and designate time for professional dialogue. Peer to Peer conversations around strategies to improve and address the needs of their students and to drive professional development. These conversations are encouraged during weekly PD sessions. We will continue to monitor teacher growth and communicate areas of weakness and strengths and collaboratively plan actionable next steps.</p>			
<p>The Parent Coordinator will conduct monthly PAC meetings to provide information and support for parents. Measures have been put in place for the parent coordinator to be visible when parents visit the building to insure that parents feel welcome ad supported. Strategic means will be adapted to foster more parent involvement. Teachers will call and arrange meetings or conference calls on Tuesday to address all areas that involve student growth, testing, homework and how they may be able to assist the children.</p>	<p>Parents, Teachers</p>	<p>Sept. - June</p>	<p>Principal, School Leadership Team, Parent Coordinator, PTA and Teachers.</p>
<p>To address the needs of students with disabilities there will be weekly meetings held to determine student needs, address IEPs, triannual and Annual dates. Communicate and monitor mandated services as outlined in the goals of the students' IEPs. Execute parent meetings in a timely</p>	<p>Special Educ. Staff Content Teachers, ELL teacher</p>	<p>Sept. 2015 –June 2016 Sept. 2015 – June 2016</p>	<p>AP's, Principal, Psychologist, BFSC Liaison Principal, AP's, BFSC Liaison</p>

<p>manner to avoid compliance issues as well as improve upon the actual writing of the IEPs.</p> <p>Train all teachers to be more prepared in their instructional planning to service the ELL and SWD population. Provide teachers with professional development to insure student growth and success.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will continue to use the Danielson Framework to monitor teacher effectiveness and student outcomes. Implement modifications in the teacher schedules to allow teachers to take walk-throughs and / or inter-visitations as well as provide opportunities for peer-to-peer dialogue. Provide opportunities for teachers while engaged in feedback sessions to norm previously observed lesson. Provide effective in-house and outside professional development for all staff including ELLs and students with disabilities teachers. Access to vendors that will provide meaningful workshops for parents, training sessions, opportunities for parents to be trained as school volunteers, parent incentives and awards.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In monitoring our progress we will compare the effectiveness of Advance by looking at student growth over time identifying trends and patterns to determine if change is needed. In monitoring the parent initiatives, attention will be on meeting attendance, log of parents that enter the building on a day-to-day basis, surveying parents to determine parent interests. Effective February 1, 2016 we will assess all initiatives to determine if change is needed. In addition our goal is to show appreciation to parents as partners by having a parent awards night to celebrate the parents at the end of each term.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In developing a culture of collaborative learning and the Framework for Great Schools we will continue to reflect and strengthen teacher practice. Currently we are ensuring that all staff members are moving towards implementing highly effective levels of instruction (as evidenced in Advance year end reports) in order to increase student performance, outcomes, and achievement standards across content areas. Having identified our problems of practice we have begun to reflect and refine our practices to insure successful student outcomes. Through data provided by ILearn and IReady assessments, teachers develop an individualized instructional plan to address the needs of the individual students based on student mastery and achievement.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>We will continue developing a collaborative community of faculty, teachers, and students focused on strengthening teacher practice as well as develop a culture of professional learning by reflecting and refining growth made in 2014 - 2015. We will perform frequent cycles of classroom formal and informal observations and increase the rate of student performance by 10 %, evidenced and measured by reviewing student work, Regents results, and citywide assessments.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>By November 2015, 25-50% of the staff will be engaged in formal and or informal observations cycles. We will provide timely and meaningful feedback to teachers during a professional conversation. The monitoring of strengthening teacher practice is directly linked to the expectations and instructional strategies employed through the framework of Great Schools</p>	<p>All classroom teachers.</p>	<p>10/2015-6/2016</p>	<p>Administrative team, Lead Teachers, Dept. Chairs</p>

<p>in correlation to the common core. Additionally, teachers will participate in inter-visitations with a view towards observing, implementing, evaluating and revising strategies to positively impact student learning and teacher practice.</p> <p>Teachers will participate in series of book studies that they and administrators identify to improve instructional practices and increase student achievement.</p>			
<p>After establishing protocol for looking at student work, teachers will engage in looking at the work and be better able to assess areas of need to modify instruction and the needs of students. As we talk about teachers working collaboratively through the lens of looking at someone else’s work to improve their own instruction, teachers will plan, implement, and share strategies with colleagues that have resulted in student growth.</p>	All teachers	9/ 2015 – 6/ 2016	Principal, AP and Lead Teachers.
<p>Teachers of Special Education and ELLs will reflect on practices that best served this population of students and discuss strategies for improving their pedagogy and the contributions of colleagues and students. Teachers will engage in professional development and turnkey the training with the staff.</p> <p>We are purchasing Rosetta Stone software to use with the ELL students as well.</p>	All Teachers	9/ 2015 – 6/ 2016	Principal, AP, Psychologist, Dept. Chair

<p>During Parent Academy monthly meetings, all information in regards to the collaborative process will be given to the parents. In doing so it will be explained how and the impact it will have on the school community and student outcomes. Parents will be invited to attend some of the PD sessions to experience the learning strategies at work and to have conversations with the staff. This will give a clear picture of what the expectations are and the task that lay ahead.</p>	<p>Parents, Parent Coordinator</p>	<p>Sept. 2015 – June 2016</p>	<p>Administration</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>As per Danielson’s Domains 1, 2 and 3 and the 2014 – 2015 Citywide Instructional Expectations we have considered these steps taken to include teachers in the decision-making process regarding the use of academic assessment and reflection to evaluate the effectiveness of teacher practice in shaping the culture of collaborative learning. To implement the action plan it will require Lead teacher(s), administrators, department chairs and all staff involved in the time line for implementation. Additional funding for per-session, registration fees for designated off-site workshops by department may be required and the purchasing of textbooks, test prep materials and other related resources.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will continue to monitor instruction and teacher practice via Advance providing opportunities for teachers to have input in the collaborative process. Teachers will be programmed for weekly professional development sessions to collaborate, reflect and refine the practice. Monitoring our progress will be ongoing but we will use all data from September through January 2016. In February we will use January Regents data, periodic assessment data, testing simulation data, teacher assessment data as well as data from 2014-2015 in our analysis. Upon reviewing all data sources the collective decision will be determined as to modify our action plan or celebrate our successes.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Under the Framework for Great Schools McKinney has always endeavored to provide a nurturing environment where students feel a sense of belonging ,safety, and support. We accomplish this at several levels within the school structure, from the open door policy that administration utilizes to promote a platform for all stakeholders to have a voice to empowering and supporting teachers in their endeavors to seek out programs and opportunities that extend the walls of the classroom to make instruction relevant. While we believe students learn best in this environment, we acknowledge the need to increase teacher's abilities to make more precise adjustments in their instructional planning to address the specific needs of all students.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>We will continue to develop a community of faculty, teachers, and students focused on strengthening student work in the 2015-2016 school year. Given the necessary support and resources all teachers will collaboratively craft at least one</p>

CCLS Performance Task with instructional strategies that will result in an increase of 10% in student performance on the Regents and NYS ELA Exam in June 2016 as compared to the June 2015 scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In alignment with the Framework for Great Schools we will continue to work collaboratively to design coherent instruction horizontally and vertically to insure that students graduate College and Career ready. This will involve all stakeholders sharing an understanding of what effective instruction should look like across classrooms</p>	<p>All content teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Administration, Lead Teachers, Dept. Chairs</p>

<p>and promote consistent dialogue on student performance. The administrative team and teachers leaders will share McKinney Goals with teachers and work towards accomplishing the goals.</p>			
<p>We expect to see various curricular, pedagogical and assessment practices across classrooms in our school that result in high levels of student thinking and participation. After having to have identified our problems of practice (questioning, vocabulary and writing across content areas) Our goal is to see improvement and growth in student performance. In addition we anticipate further use of the Socratic seminar strategy, accountable talk through discussion using the DOK framework prompts, close reading of texts; and annotations.</p>	<p>All content teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Administration, Lead Teachers, Dept. Chairs</p>
<p>The Special Education population staff will engage in designing units plans and lesson plans that will afford all students to demonstrate growth and eventually move to a LRE. If a student is in a self- contained setting, we provide services for that student and offer support, that student has the opportunity to move to an ICT or general Education with SETSS.</p> <p>Within the ELL population, trained staff will provide services for the students as well as there being an online application to provide various entry points for students to accelerate at</p>	<p>Special Educ. Teachers, ELL Teachers</p>	<p>Sept. 2015- June 2016 Sept. 2015- June 2016</p>	<p>Administrators, Lead Teachers, teachers, BFSC Liaison.</p> <p>Administrators, Lead Teachers, teachers</p>

their own pace. Students will be monitored and assessed regularly to determine if the student(s) have reached mastery.			
During Parent Academy monthly meetings, all information on student progress will be shared via the meetings. Parents will be invited to attend some of the PD sessions to experience the learning strategies at work and to have conversations with the staff to obtain means of support. During each Parent Academy meeting there will be a focus on an element of the Framework to insure that parents fully understand the significance thereof.	Parents	Sept.- June 2016	Parent Coordinator, Principal, AP's and PTA members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Focused weekly meetings in the fall of 2015 to reflect and adjust internal structures on strengthening student work, aligned to literacy instruction across content areas. Per-session opportunities, registration fees, lodging, air fare and expenditures for out of town conferences, classroom materials and text books. Based on current ELL student outcomes we will purchase software and supplemental materials as well as funding for staffing.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Ongoing weekly meetings for updates and continued assessment of student work. Formulation of clear protocols for looking at student work as well as monitoring teacher assessments of student growth. Insure that the school utilizes curricula materials that are aligned to the CCLS and stresses higher order thinking skills with a college and career ready focus resulting in all students having access to a rigorous secondary program as measured by observation reports, and evidenced by group and classroom level data. There continues to be conversation around what skills a McKinney graduate should possess upon graduation. In doing so we backwards plan to provide coherent instructional focus and monitor student(s) develop as they become College and Career Ready. In February there will be a full item analysis of Regents scores, scholarships reports and teacher made assessment to determine our rate of progress or lack thereof.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>When addressing parent involvement there is a lack of participation that has a direct bearing on student achievement and participation. Many attempts have been made to improve parental involvement and increasing parent-school relationships through multiple avenues, including phone calls to parents, asking parents to attend PTA/school-based parent academy meetings, and involvement of the parent coordinator. Increase parent school relationships through collaborative use of Teacher Ease, Robo calls, Twitter and the school’s web page, (Mckinneyssa.com) which affords parents an opportunity to communicate with their child’s teacher, administration and to access immediate achievement information per individual class teacher. We have noticed that students whose parents are not as involved usually fall short of academic excellence. There is also noticeable with students that exhibit lateness and attendance problems.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Our goal is to continue to increase active parent and family engagement by 10% evidenced and measured by Parent - Teacher conferences, Parent Academy meetings and Parent volunteers participation and attendance..</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)</p> <p>Additionally all back packed information is posted in the “digital Locker” of Teacher Ease for parent update and convenience as well as being</p>	<p>Parents, Parent Coordinator ,</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, AP’s, Parent Coordinator, Teachers, Data Specialist.</p>

<p>posted on Mckinneyssa.com.</p> <p>Provide ongoing training and assistance in the use of Teacher Ease as well as advertise events on the DOE web and McKinney's web page, Twitter and Facebook so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.</p>			
<p>To assist parents of ELLs in being more involved we will have translators present to insure that communication is possible to explain accountability, student expectations and most of all to make the parent feel welcome and needed. Will provide English as a second language workshop for parents that are interested learning to speak English. Provide the opportunity for the parent to discuss student progress with their teachers in a nonthreatening environment.</p>	<p>Parents, Parent Coordinator,</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, AP's, Parent Coordinator, Teachers, Data Specialist.</p>
<p>Parents are encouraged to become trained school volunteers. Parents are provided on-going written progress reports the third week of each marking period and verbal progress reports on multiple moments of communication to keep them informed of their children's progress. Parent meetings are scheduled on Tuesday as per UFT contract.</p>	<p>Parents, Parent Coordinator ,</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, AP's, Parent Coordinator, Network Liaison, Teachers, Data Specialist.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per-session and or per-diem funding to facilitate off hour meetings to accommodate parent schedules. Materials and personnel for parent workshops to insure parents are well informed on the various structures within the school community. (STARS, Teacher Ease, Remind.com and Events)											
Funding to acquire School Messenger service or Robo calling systems to insure parents that may not have email addresses get notifications necessary to stay informed and computers located in the parent coordinators room for parent access.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Progress monitoring will be conducted through parent attendance at meetings, events, workshops and parent/teacher conferences on an ongoing basis. All activities will be monitored throughout the year. In February 2016 we will then exam all data sources (sign in sheets from PAC, PTA, Parent teacher conferences and teacher communication logs, to determine growth or a like of parent involvement.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching Fellows, New York University, Long Island University, Pace University, St. Francis College, continues to support the replacement of non-certified teachers and acquiring content specific trained staff. Additional and ongoing support from our BFSC has also supported us for this year 2015-16 in the hard areas of Special Education and the Arts. Our hiring committee of teachers is the first contact during interviewing to ensure that the proper chemistry for collaborative work is achieved. Final decisions are made by the administrative team after consulting with the hiring committee.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
To date all of our teachers are certified and over 95% are high qualified (Beds report). A current partnership with New York University (Best Step Program, a Math/Science Initiative) affords McKinney science and math staff an opportunity to receive a Master/s Degree in addition to on-site professional development and support in effective teaching strategies and techniques. In addition to NYU, we also have all of our teachers involved in various aspects of professional support with Teacher's College and, Urban Advantage (Science Training).
Professional development is an ongoing process provided by the Administrators and Masters Teachers. In developing a culture of collaboration teachers are surveyed for strengths and weaknesses providing insight in planning our yearly professional development calendar. Our staff is regularly engaged in Lab-Sites, School Time Lab that focuses on College and Career Readiness and partnering with Brooklyn Navy Yard. All of the supportive professional development follows the same standards and guidelines for NYC and NYS. Our PD for staff consists of continuous and ongoing training for our systemic programs that support the common core initiatives across content areas.
Contribution made by the Hope Foundation, College Board and trained AVID even though funding does permit us to continue with memberships and dues, the strategies have helped to support teacher mastery while teachers are still utilizing some of the strategies.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We have always promoted a community of collaboration when it comes to making decisions that impact the school, students and staff. Teachers are encourage and called upon to provide feedback and suggestions as to our use of assessments and various forms of assessment. Structures are in place where staff can engage in discussions around assessment and other initiatives that impacts instruction. Such structure would be inclusive of Grade meetings, Department meetings and PLC gatherings. Teacher leaders and administration then map out a series of workshops for both the middle school and high school staff. Such decisions require input and buy-in from all stakeholders to effectively yield the expected results.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	314,221.00	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,564,409.00	x	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact

[School name] , 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 on 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 265
School Name Dr. Susan S. McKinney Sec. Sch. of Arts		

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 ENL teacher, and one parent.

Principal Michael Waljker	Assistant Principal Karen Best
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Donna Sealy
Teacher/Subject Area Najuma Russell/Science/Spe. Ed	Parent Carmen Lambright
Teacher/Subject Area Patricia Edwards / ELA	Parent Coordinator Carmen Vargas
Related-Service Provider	Borough Field Support Center Staff Member Camilla Holmes
Superintendent Barbara Freeman	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	486	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	21	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	7
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8		4	6		0	7		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
Chinese										1				0
SELECT ONE							1	3	2	5	3	3	0	0
SELECT ONE										2				0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE													1		3		2		0	0
Chinese																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	5		3		3				0	0
Arabic	1								0	0
SELECT ONE	1								0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

Freestanding English as a New 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							1	3	2	6	3	3		0
Chinese										1				0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	2	1					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)									1	3	2	2		0
Expanding (Advanced)								2		5	1	1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				0
7	3				0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		0	
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3		0	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Review of the NYSESLAT data shows that overall students' scored well in the speaking section of the exam across grades. One 11th grade student scored well on the speaking, listening and reading sections but did not on the writing. One 10th grade students' overall level changed from Beginning to Intermediate while many of the other student levels remained constant. One 9th grade student scored well on the Speaking, Listening and writing but fell short in the reading comprehension. Students showed an overall increase of 62% in combined total scores from the different modalities. One 11th grade moved from Advance in 2013 to Intermediate in 2014.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Over the last testing season there were four students whose scores in the Reading/Writing Modalities of the NYSESLAT showed an increase. However, six students' scores decreased by several points. Teachers will provide additional focused reading/writing activities as well as conferencing to provide students with good models (vocabulary development, use of academic language and provide continued writing as aligned to CCLS.) The Listening/Speaking modalities will be supported by employing additional online application (Rosetta Stone) focused on listening, speaking and the use of small group discussion in the classroom.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
This is achieved by making sure that staff are provided training to insure that instruction is differentiated and students are provided multiple entry points to insure that the ELL population reach all expected goals. The decisions are brought about by teachers and administration strategically analyzing data to ascertain instructional modifications and shifts..
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of the ELL program at McKinney is measured by how well students integrate into the school community and success in meeting their academic goals as determined by ongoing assessments. Students are held to the same high standards as their English speaking peers with the expectation that they will rise with support to meet and overcome challenges as they prepare for a successful future. We plan to make sure students show growth in English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT and other yearly assessment. Analysis of the NYSESLAT display students being strong in various areas but need continuous development in others. Our overall school focus for 2015-2016 should provide students with the necessary practice, remediation and assessments necessary for success. Teachers will engage in more professional development to address the needs of the ELL population..

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When parents indicate that students have been taught in an educational setting where the language of instruction is other than English and another language is used in the home the Home Language Information Survey (HLIS) will be given to them in the bilingual format if possible. The ESL Teacher, will review the HLIS and conduct an oral interview with the parent. When it is determined that the child requires it, the LAB-R will be administered to the student. Testing using the LAB-R and placement in the appropriate ELL program will be completed within ten days of registration. When a Spanish speaking student scores below the proficient level on the LAB-R they will be given the Spanish Lab to establish language dominance. All is administered by the ESL teacher or other qualified staff.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If the score is less than proficient the parent will be given the "Bilingual and ESL Programs; A Parents Guide", in English and the home language when possible. Parents will view the online Parent Orientation Video at the school before making a program choice. After the ESL teacher answers any questions the parent may have about the different types of language learning programs available in the NYC Public School System, they will be asked to complete the Parent Assurance Survey/Program Selection Form in English and the home language as part of the registration process. All parents are invited to the monthly Parent Academy Meeting where there is also a segment devoted to instructional and program concerns. Individual parent conferences are also scheduled for the parent, ESL teacher, classroom teachers and or guidance to discuss student progress in the designated program. We have not had any parents request the transitional bilingual, DL programs.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The School Psychologist along with the ESL teacher meets with the parent and perform a series of assessments to determine the language proficiencies and deficiencies of the student. Parents are given the proper forms for completion and notified of the time frame for the return of such documents.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parent Survey and Program Selection forms are completed by the parent or guardian as part of the intake process. The ESL teacher shows the parent the orientation video prior to completion of the form. Once the parent/guardian understands the program options the form is completed. The form is stored in the student cumulative file in the main office. Once the parent choice is for ESL the intake process is completed with the school secretary. The student is then given the LAB-R. All of this is completed within 10 days of admission. Once it is determined that the student is LEP by the hand scores, the student is scheduled for ESL based on their English Language Proficiency level.

The ESL Teacher, prepares student Entitlement and Continued Entitlement Letters, in English and the home language. The student signs for and takes home the letters to be signed and returned to the school. Once the signed form is returned to the school it is stored in the students' cumulative folder in the main office. If the letter has not been returned within 3 days a phone call is made to the parent. If the form is not brought back before 5 days a second notice is sent via US Postal Service.

When the parent/guardian is unable to communicate in English and no one on the McKinney staff is proficient in the parents' home language a translator will be contacted through the Interpretation Translation Unit by phone to facilitate the enrollment process.
aste response to question here:

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Once parents have been advised of the different language programs the city of New York offers (Transitional Bilingual, Dual Language and ESL) and they have chosen to have their child in the English Only program offered at McKinney the student is tested. Students who score in the less than proficient on the LAB-R (hand scored) students are scheduled for the appropriate number of minutes of ESL based on the NYS CR Part 154 Mandated Number of Units of Support for ELLs: 360 min for Beginning and Intermediate Levels in Middle School; 540 min in High School; 360 min for Intermediate Level in High School and 180 min for Advanced Level in Middle and High School. The ESL Teacher, Ms Sykes enters the parents' choice of program in ELPC on ATS within 20 days of the students' admission.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the initial student intake the ESL teacher and parent coordinator meets with the parent and extensively explains the difference in the programs and the offerings we are able to provide for their child. Much care and attention is given in order to support the parents in making the appropriate choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

When the parent/guardian is unable to communicate in English and no one on the McKinney staff is proficient in the parents' home language a translator will be contacted through the Interpretation Translation Unit by phone to facilitate the enrollment process. Having a bi-lingual Parent Coordinator helps during the process of making the parents at ease and in a non-threatening environment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Students are given Parent Survey and Program selection forms to take home for their parent/guardians' signature. If the letter is not returned within 3 days a follow up phone call is made to the parent/guardian. If the letter has not been returned by day 5, a second letter is sent to the parent via US Postal Service. Once the letter has been returned it is filed in the students' cumulative folder in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed. Letters in English and the Home Language are prepared to inform the parent that the student is entitled to ESL. Students are given the letters to take home for their parent/guardians'. If the letter is not returned within 3 days a follow up phone call is made to the parent/guardian. If the letter has not been returned in 5 days, a second letter is sent via US Postal Service. Once the letter has been returned it is filed in the students' cumulative folder in the main office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for all students is kept in a file in the main office with the exception of the documents that go into the students cumulative files.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each Spring student's English language proficiency development will be assessed using the NYS English as a Second Language Achievement Test (NYSESLAT). All students indicated on the RLAT report will be tested during the test period window allotted. The ESL teacher along with the assistance of the Testing Coordinator will administer the individual speaking, listening, reading and writing section of the NYSESLAT to the students by test band.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the year parents will receive letters informing them that their child's services for ELL students will continue until the student test out with a proficient test grade as determined by the NYSESLAT.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past 2 years there was one first time admin (Brazil) that was entitled to ESL services. That parent chose to have that child in ESL only classes. Therefore, the schools' ELL program that was in place served their needs

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The Push-In model is the preferred mode of operation for ESL in both the middle and high school. The ESL teacher collaborates with content area teacher(s) to support student development. Classes travel together by grade in the middle school and by sections in the high school. Within the classes students are grouped heterogeneously and other mandates.(SETSS, ICT). This allows students the opportunity to learn with and from their peers in small group settings who are at different levels of language proficiency. Students from the same language group are paired to allow for use of the native language for explicit explanations as needed.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ELA instruction is provided by a certified ELA teacher and students receive 8 to 10 periods of English weekly. The ESL teacher, schedules the ELLs for ESL instruction according to the state mandates: 360 min for Beginning and Intermediate Levels in Middle School; 540 min in the High School; 360 min for Intermediate Level in High School and 180 min for Advanced Level in Middle and High School also 90 minute in HS and MS Proficient students.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Content area classes are taught in English. Students travel together as classes for English Language Arts, Math, Social Studies/History and Science. Teachers differentiate instruction for mixed-ability levels by using any number of differentiating techniques such as: Pre-assessing students informally to determine their level of understanding and ability to use academic language as well as familiarity with content specific ideas. Teachers make accommodations for various student needs by using reading buddies, graphic organizers study guides and online applications. When necessary teachers will provide students with additional texts to clarify the basic concepts of a lesson, and teachers provide opportunities for students to participate in problem solving activities that allow them to think critically and creatively. In alignment with Common Core students are encouraged in groups to participate in group discussion on a continuous basis in order to become proficient in speaking.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The content teachers as well as the ELL teacher will assess the students throughout the year in order to determine instructional modifications and or additional support the student may require. Inclusive there will be online software applications that will provide the necessary diagnostics to reveal student current level of growth and or areas of additional support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated by their subject area teachers as well as the ESL Teacher in all four modalities of English acquisition throughout the year as students participate in listening, speaking, reading and writing activities. Student participation in whole class activities, small group mini lessons as well as individual instruction. Students are given ample opportunity to engage in the four modalities as they complete ongoing units of study in class and project based assignments. English language development is assessed formally by participation in the Spring administration of the NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j).

8. 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-SWDs use grade-level materials and ESL Scaffolding strategies to support ELLs access to academic content and English language development. Some of the materials used include: New York Science by National Geographic; Prentice Hall Literature – Gilgamesh and A Doll's house; Avencemos I; No Fear by Shakespeare; Jane Eyre by Charlotte Bronte; Common Core Code X by Scholastic. The technology component provides supplemental group and individual learning experiences. All students have an ID and access to IReady and Rosetta Stone.

Scaffolding strategies used include Bridging to activate students prior knowledge of topics and personal links to new topics as they are introduced. Schema building by use of advance organizers in preparation for new learning experiences also gives students the opportunity to connect and invest in learning new material. To support ELLs language development new concepts and language are made clear by Contextualizing by use of realia, manipulatives, graphic representation and visual analogies that are familiar to the students. Teachers provide Models of how to proceed to complete assignments as well as

Chart models of products by providing examples of end products. The Text Re-presentation strategy gives students an opportunity to interact with and respond to listening and reading of complex texts by allowing them to transfer what they have learned into a different genre. Use of Rubrics allow for metacognitive planning and reflection on assignments. ELLs have equal access to all programs and materials available at the school that are both appropriate as well as offer them instructional challenge to strive forward.

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

Our first approach is to insure that the IEP is well written and reflects the needs of the learner. Examine the goals and be assured that for the student the goals are attainable in a timely manner. Teachers are consistently engaged in looking at data from all students they teach to afford all students differentiated instruction and multiple entry points to instruction. At the beginning of the year, students are grouped strategically to insure that with current staffing, students are able to receive services to aid in their development. After careful review and parental meetings we provide parents with options (ICT / SETSS) in order to provide student the opportunity to demonstrate their learning.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

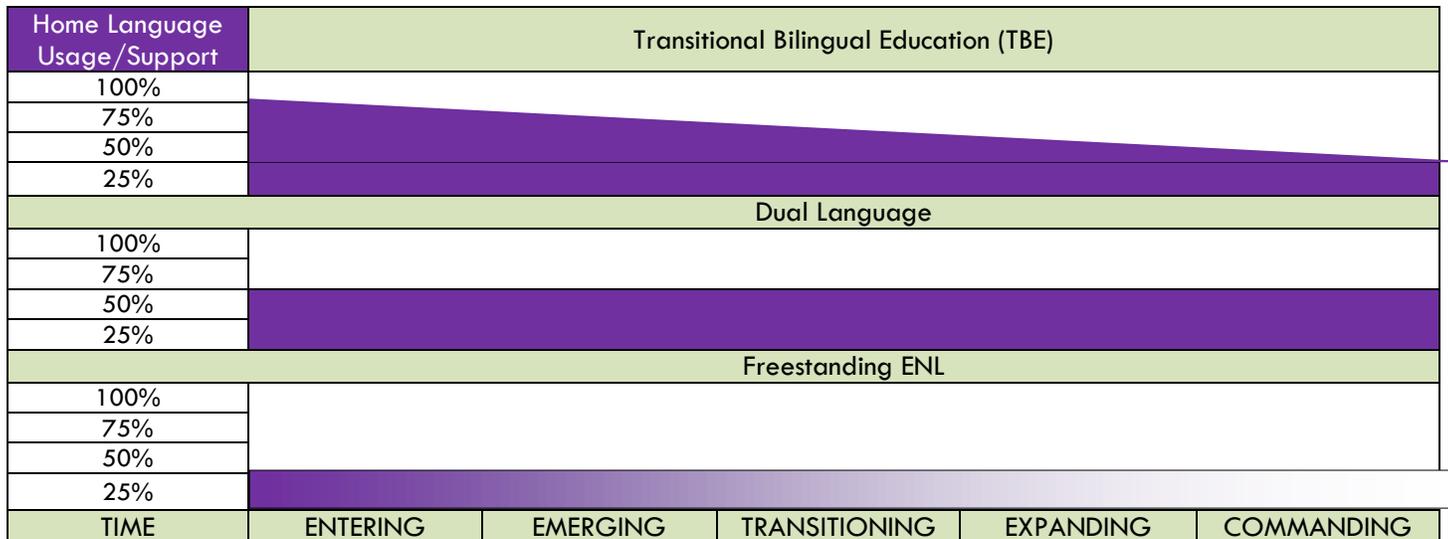


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Students of all levels are involved with MSQI and or Technology. Various teachers and Paraprofessionals are available to provide native language support in Spanish to students in literature and technology.
- Intervention programs are conducted in English. All ELL subgroups are involved in the intervention programs for ELA and Math. The MSQI literacy program is designed to improve reading across the content areas; increase stamina and improve close reading of texts as well as increase academic vocabulary and writing. The Engage NY math initiative uses the Connected Math Program which allow progress based upon the needs of the child. IREADY is an interactive differentiated program that allows students to progress as they demonstrate mastery of concepts and skills as well as provide teachers with ongoing data to determine gaps, strengths and areas of focus.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the current program is demonstrated by students continued growth in their ability to use content specific vocabulary, improve on writing skills as well as academic language to communicate what they are learning. Students are showing an increase in class participation and completion of projects that are completed over time. Conferencing with classroom teacher and ongoing review of the electronic grading system (teacherease) helps to reinforce areas of strength and weakness and where additional skills reinforcement would be beneficial to the student's academic growth
12. What new programs or improvements will be considered for the upcoming school year?
- In the coming school year the Common Core Standards will be addressed via MSQI. Students are provided with multiple entry points across content areas to learn and interact with academic vocabulary and writing initiatives. They have opportunities to see the same vocabulary used in various subjects. Students across content areas will be exposed to higher level questioning strategies to gauge student understanding and or their lack of. Via use of the Depth of Knowledge wheel prompts students will be engaged in class debates, small group discussions increasing their communication and verbal skills. To build student stamina, students will have increased time built into their schedules for reading independently. This enables teachers to conduct small group strategy lessons and to assess students understanding by conferring with them.
13. What programs/services for ELLs will be discontinued and why?
- Read 180 due to funding allocations not sufficient to maintain the program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Extended day is offered to all students in the areas of Math and Science. AIS services supports the targeted content areas during the day and in after school for both the MS and HS. For the high school students also have preparation classes for both the regents and AP courses provided by staff. Students are also afforded the opportunity to participate in testing simulations to arrive at weaknesses and or strengths that serve as means for instructional modifications.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Grade-level materials and ESL Scaffolding strategies to support ELLs access to academic content and English language development include: New York Science by National Geographic; Prentice Hall Literature; Avencemos I; Common Core Code X by Scholastic. The technology component provides supplemental group and individual learning experiences. Technology -All students have access to IReady, ILearn along with hands on learning of math concepts through Robotics.
- Materials that address content and language development of ELLs include Scott Foresman ESL (Grades 6, 7 + 8.); Step-By-Step Writing A Standards Based Approach Book 1; English is Fun An ESOL Program for Beginners; Getting Ready for NYSESLAT (6,7,8,9-12); and Very Easy True Stories. Students are provided with word to word glossaries for use in content area classes and to assist them during exams.
- Scaffolding strategies used include Bridging to activate students prior knowledge of topics and personal links to new topics as they are introduced. Schema building by use of advance organizers in preparation for new learning experiences also gives students the opportunity to connect and invest in learning new material. To support ELLs language development new concepts and language are made clear by Contextualizing by use of realia, manipulatives, graphic representation and visual analogies that are familiar to the students. Teachers provide Models of how to proceed to complete assignments as well as models of products by providing examples of end products. The Text Re-presentation strategy gives students an opportunity to interact with and respond to listening and reading of complex texts by allowing them to transfer what they have learned into a different genre. Use of Rubrics allow for metacognitive planning and reflection on assignments.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided by use of student dictionary, glossaries and various online applications. Students are paired with a same language partner when possible in classroom settings.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All students are exposed to grade appropriate curriculum in the content areas classes. Students are provided with a variety of learning strategies to allow access to the materials on their learning and language developmental levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELLs are invited to Student Orientation sessions prior to the beginning of the school year. Parent Open House meetings are held during the school year. As new students come in during the school year they are also paired with a peer to help them acclimate to the new school environment.
19. What language electives are offered to ELLs?
Currently there are no electives that are offered to ELLs. However, in High school students are required to take 2 years of Spanish. This also give support to students learning the necessary grammar and approached to writing in Spanish native languages.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers will be encouraged to attend professional development to better provide services to the ELL population. Teachers will be afforded the opportunity to obtain dual license and services provided by TESOL.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In working with the support of Brooklyn North, teachers will be sent to professional developmental series to acquire latest best practices for working with ELLs in their specific content areas. In addition, they will provide training to the staff in support of the ELLs during Monday PD sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members are provided with the necessary language information regarding ELL students as they transition from one grade level to the next. This is accomplished via conferencing between content area teachers and the ESL teacher. As needed teachers conference and share plans to differentiate lessons for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Designated PD Mondays will be given to training teachers in the best practices around the ELL population. In addition to working with our BFSC we will send teachers for workshops they may provide to insure that the staff engages all ELLs in their lessons and in planning.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
All parents are invited to monthly Parent Academy meetings where there is also a segment devoted to instructional and program concerns. In arranging meetings, if we cannot address sufficiently the language of the parent we will secure a translator to insure that communication is clear and concise.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All meeting records (agendas, sign-in sheets) are kept in a secure filing system in the main office located in room 131 with the exception of documents directly related to the student as mandated by Chancellor's Regulation A-820.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement at McKinney is an ongoing process that occurs throughout the year. Parents work with teachers and administrators to organize and run school activities by their participation on the School Leadership Team. All ELL parents are encourage to attend.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Currently our building CBO is Goodwill Beacon of NY. Throughout the year we collaboratively provide workshops for parents including parents of ELL students for purposes of introducing them to the appropriate social and academic development of student throughout their middle and high school years.
5. How do you evaluate the needs of the parents?
In addition to the Parent Survey provided by the Parent Coordinator, parent needs are evaluated by the teachers and administrators. When looking at data we carefully scrutinize the annual Parent Survey to determine parental needs as indicated by the percentages of various items on the survey.
6. How do your parental involvement activities address the needs of the parents?
Our parent involvement activities are a result of the Parent coordinator survey of needs, the DOE Annual Survey and or data surrounding the needs of their children in areas of support as well as information obtained from the parents in nformal conversation and or parent visits to th school.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Dr. Susan S. McKinney Sec. Sch</u>		School DBN: <u>13k265</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Walker	Principal		9/28/15
Karen Best	Assistant Principal		9/28/15
Carmen Vargas	Parent Coordinator		9/28/15
Vacancy	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Najuma Russell	Teacher/Subject Area		9/28/15
	Teacher/Subject Area		1/1/01
Alphonso Dance	Coach		9/28/15
Antonio Carrion	Coach		9/28/15
Donna Sealy	School Counselor		9/28/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K265** School Name: **Dr. Susan S. McKinney**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

95.8% of our students primary language is English. Other indicate languages are French-Creole, Bangali, Falani and Arabic which is less than 1% in total. All services are rendered by use of the Interpretation and Translation Unit with the exception of where cases can be handled in-house.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Oral interpretation for Spanish speaking parents will be provided by Department of Education and staff on-site. Oral interpretation services for parents who speak any of the other covered languages will be handled either on-site or over-the phone by personnel from the Translation and Interpretation Unit. For materials provided by the Department of Education, parents are instructed to visit the DOE home page for the appropriate language. Other items such as Handbooks are provided to parents at the beginning of the year as well as monthly calendars. Information is pulled down from the DOE web site and is given to students to backpack home.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We will have curriculum night once a year and have a bilingual staff member on hand to assist in the translation process. The same applies for parent teacher conference nights and afternoons occurring in November and March 2016. When making calls to parents of Spanish speaking students, meetings around attendance and guidance counselor meetings there are structures in place to assist in the translation process if the need should arise. Teachers will communicate with parents throughout the year as well as guidance performing individual meetings as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For publications provided and translated by the DOE, the publications will be distributed at the beginning of the year and or parents will be directed to the DOE web address to access the needed documents. For monthly calendars and other vital correspondence, translation will be done in-house dependent upon the size of the document. All pertinent information given to the translation unit will be monitored by ELL teacher, designated staff and administration for timely distribution to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We employ the services of the Interpretation Unit when the need arises. However, our Foreign Language department and Parent coordinator for our Spanish speaking parents will address the needs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will receive all necessary (Chancellor's Regulation A-633, Language ID Guide) literature about how to access the translation services and over-the-phone interpretation service . During faculty conferences and parent meetings the staff will use the LIDG to determine if services by the Interpretation and Translation Unit is necessary or if the services of a in-house translator will meet the need of the parent. Staff members will be equipped with the links found in the Achieve NY booklet from the DOE.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome poster will be posted at the entrance to the building in multiple languages providing directions for parents. Parents Bill of Rights and Parents Guide to Language Access was provided to parents via the Achieve NYC booklets that outline the various websites for information. Booklets are also available for parents in the main lobby of the building. The Language ID Guide will be posted at the Security Desk, the Main Office and with the Parent Coordinator. In addition the LIDG will be provided for teachers during Tuesday Parent meetings and contact sessions.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather feedback from parents via the parent survey that is given at the beginning of the year, parent teacher conferences and Tuesday designated staff/parent meeting days. In addition to collecting and utilizing the information from the survey, our Parent Coordinator remains in touch with parents and informally accesses their overall satisfaction with the quality of services.