



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

31R600

School Name:

RALPH R. MCKEE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

SHARON ALICIA HENRY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ralph R. McKee CTE High School School Number (DBN): 31R600
Grades Served: 9-12
School Address: 290 St. Marks Place, Staten Island, NY 10301
Phone Number: 718-420-2600 Fax: 718-981-8776
School Contact Person: Sharon A. Henry Email Address: Shenry2@schools.nyc.gov
Principal: Sharon A. Henry
UFT Chapter Leader: Joanne Pezzolo
Parents' Association President: Aileen Fedullo
SLT Chairperson: Aileen Fedullo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Laura Cavalleri
Student Representative(s): Chynna Cummings
Gabriella Perallon

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Building A, Room 129, Staten Island, NY 10301
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-258-9283

Borough Field Support Center (BFSC)

BFSC: District 31 Director: Kevin Moran
Director's Office Address: NYCDOE, 52 Chambers Street, New York, NY 10007
Director's Email Address: kmoran2@schools.nyc.gov
Phone Number: 212-374-4254 Fax: 212-374-5585

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)
Sharon A. Henry	*Principal or Designee	
Joanne Pezzolo	*UFT Chapter Leader or Designee	
Aileen Fedullo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Laura Cavalleri	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Chynna Cummings Gabriella Perallon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dorcas Hiller	Member/ Parent	
Mary Morris	Member/Parent	
Cheryl Griffin	Member/Parent	
Laura Cavalleri	Member/ Parent	
Eileen Kantor	Member/UFT Paraprofessional	
Laura Mahlooji	Member/ UFT Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Juanita Ruano	Member/ UFT Teacher	
David Sarno	Member/ UFT Teacher	
Derek Fields	Member/ Parent	
	Member/	
	Member/	
	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.

1.) CONTEXTUAL INFORMATION

Ralph McKee Career and Technical Education High School (McKee) has been a leading representative of Staten Island in career and technical education (CTE) since 1929.

Ralph McKee Career and Technical Education High School's mission is the instructional focus which is to have our Soaring Seagulls college and career ready through using Advancement Via Individual Determination (AVID) methodologies so that they become independent critical thinkers as they journey through their post-secondary options.

The McKee community fosters the development of students through participation in athletics, student activities, and community service.

In support of our mission, it is our pledge to:

- sustain close communication between home and school that ensures greater parent/guardian/caregiver involvement
- continue usage of state-of-the-art technology, as well as writing and reading "literacy" across the curricula
- provide ongoing professional development in alignment with Common Core State Standards
- encourage student involvement
- encourage lifelong fitness and health awareness

Ralph McKee Career and Technical Education High School's curriculum provides courses in Science, Technology, Engineering, Art, and Mathematics (STEAM), as well as the Liberal Arts, Health and Physical Education, along with a state of the art Career and Technical Education programs and a variety of PSAL opportunities.

Partnerships with CUNY College Now, and St. John's University College Advantage, provide students with the opportunity to earn and graduate with 6 to 10 college credits. Currently 6% of the faculty members teach AP or college level courses.

2.) STRENGTH, ACCOMPLISHMENTS AND CHALLENGES

STRENGTHS:

As the only Career and Technical Education (CTE) school on Staten Island, Ralph R. McKee High School features two trade programs: Automotive Technology, Construction. The school also features five technical programs: Graphic Arts, Pre-Engineering-AutoCAD, Electrical Engineering & Installation, Information Technology: CISCO, and Software Engineering Program. McKee also offers an extensive Work Based Learning - College and Career Exploration (WBL) sequence featuring career talks, job shadowing, career & college fairs as well as internships. These internships are supported by partnerships with the Staten Island Chamber of Commerce and Economic Development Corporation, and

twenty local businesses. This school year we enhanced the number of internships from 13 businesses for 2014-2015 to 25 for 2015-2016.

[Advancement Via Individual Determination \(AVID\)](#), a growing national college preparatory program, plays a key role in the effort to boost academics at McKee. AVID students, who generally scored well below grade level on their 8th-grade state standardized tests, take most of their academic subjects together, along with a special class that provides extra support in problem-solving and note-taking.

ACCOMPLISHMENTS:

In 2015, two teams won in the SEP Arcade Hackathon. Click [here](#) or copy and paste into a web browser the following link: <http://tinyurl.com/qjsvzpb>

Scholarships : 120 graduates (63% 4 Year Graduation Rate) in the Class of 2015 were offered \$1.1 million dollars in College Scholarships.

School Quality Review Guide - in 2014-2015 indicates that McKee meets the target in the following components of the Framework for Great Schools Elements: Collaborative Teachers, Supportive Environment, and Student Achievement.

CHALLENGES:

28.9% of the students have Individualized Educational Plans. 80 or 12% of our students receive mandated counselling services to deal with a range of social and emotional issues that affect the ability of the students to adjust to a classroom and can be a roadblock to their processing information.

In order to meet these challenges, additional financial support will be necessary to address the numeracy and literacy issues. The numeracy issues are that students lack mastery of common math operations and fluency in basic arithmetic combinations. Students lack proficiency in deconstructing the language in the word problems, that relate math operations to real world concepts. The literacy issues are that 60% of our students do not read on the level that the textbooks are using. Students lack proficiency in using critical thinking skills; effective and appropriate study skills, comprehending material on or above grade level, comprehending concepts and vocabulary. .

GROWTH LAST YEAR / KEY AREAS OF FOCUS FOR THIS SCHOOL YEAR

School Quality Review Guide - in 2014-2015 indicates that according to the Framework for Great Schools Elements McKee does not meet the target for Strong Family -Community Ties. McKee approaches the target in: Rigorous Instruction, Effective School Leadership, and Trust.

Pedagogy - Based on the results of the teacher evaluations in ADVANCE in 2013-14 and 2014-2015, emphasis was placed on assisting teachers to focus in on Danielson Framework Domain 1: Components 1 a and 1e; Domain 3:

Components 3b, 3c and 3d. These results were further supported by the fall 2014 and spring 2015 Principal Performance Observation (PPO).

The literacy skills worked on were: (a) strategies for accessing complex text; (b) identifying supporting ideas and details; (c) analyzing text structure and author's purpose. This led to the ability to write citing multiple sources. We met the Comprehensive Educational Plan's (CEP) goal for growth in the English Language Arts (ELA) Regents. We had a 73.2% passing rate.

New York State (NYS) Average Yearly Progress (AYP) - In 2012-2013, none of the accountability groups made AYP in secondary level mathematics. In 2013-2014, four out of six accountability groups made AYP in secondary level mathematics.

In 2012-2013, two out of six accountability groups made AYP in secondary level English Language Arts. In 2013-2014, four out of six groups made AYP in secondary level English Language Arts.

The focus subgroups for the Math teachers are African American/Black and Hispanic/Latino. The math instructors will be using scaffolded instructional strategies based upon ongoing adaptation of ENGAGE NY curriculum into curriculum maps.

The focus subgroups for the ELA teachers are Hispanic/Latino and Economically Disadvantaged. The ELA instructors will be adapting and disseminating information from AVID methodologies regarding strategies to deal with the instructional shift from fiction to non-fiction, argumentative writing, deconstructing prompts, crafting text-dependent questions and generating

Work Based Learning Initiative – In 2013-2014, 13 businesses participated in the internship program. By May 2015, the number participating in the internship program increased to 25 businesses. The key area of focus for the 2015-16 school year will be to continue connecting classroom academic experiences with potential career pathways.

31R600 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	628	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	47	# SETSS	9	# Integrated Collaborative Teaching	66
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	25
School Composition (2013-14)					
% Title I Population	63.1%	% Attendance Rate			84.0%
% Free Lunch	62.8%	% Reduced Lunch			7.0%
% Limited English Proficient	2.9%	% Students with Disabilities			27.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			32.8%
% Hispanic or Latino	40.8%	% Asian or Native Hawaiian/Pacific Islander			5.2%
% White	20.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.61
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.7%	Mathematics Performance at levels 3 & 4			58.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.1%	% of 2nd year students who earned 10+ credits			75.8%
% of 3rd year students who earned 10+ credits	73.9%	4 Year Graduation Rate			75.0%
6 Year Graduation Rate	73.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District		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			N/A
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	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
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	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
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	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	NO	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	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.	D
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.	D
<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>The Common Core ELA Regents administration in June 2015 the subject proficiency was 73.2%. The ELA team chose to focus on 1.1, which is making sure that at each teacher team meeting, they update the curriculum so that it reflects the information from the NYS and NYCDOE approved Collections Series. To further add to the rigor, interdisciplinary connections are made with the 11th grade US History curriculum. The 9th and 10th grade teachers in the Collections Series use the interdisciplinary links as suggested between English and Social Studies to establish the links between the two subject areas.</p> <p>The math team elected to use the curriculum for the regular Algebra Regents which reflected no change within subject proficiency as 55% of the students passed the examination. The math team decided to use the following to improve math proficiency:</p> <p>Informed by the Capacity Framework Element of 1.2, which is rigorous instruction, the teachers both Math and English are using NYS approved curriculum suggestions in alignment with 1.2 of the Quality Review, which addresses a coherent set of beliefs, which is the principles of Writing, Inquiry, Collaboration, Organization and Reading (WICOR). WICOR is</p>		

reflective of AVID, which is an NYCDOE research based academic approach for students to attain college and career readiness.

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.

By June 2016 school year, it is expected that there will be a 2% increase respectively in the Chemistry Regents and the Algebra 2 Regents examinations.

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) 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>Implementation of aligned CCLS within subject course curriculum/ curriculum map, which contains rich performance tasks that support AVID methodologies, Costas' Levels of Inquiry and higher order thinking skills."</p>	<p>Regular revisiting of CCLS aligned curriculum maps created, submitted, collaborated and shared on a school-wide basis, aligned to the 2015-2016 curriculum sequence and reflected in the observation process for accountability purposes.</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Principal - Assistant Principals - Lead Teacher / Coach</p> <p>Implementers: Teachers / Departmental Coordinators</p>
<p>Using Data Assessment Tools (Oral review, Datacation, Prosper, Schoolnet, ExamGen) to</p>	<p>All Teachers</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Principal</p>

<p>identify trends and make classroom-level decisions with regard to student performance.</p>			<ul style="list-style-type: none"> - Assistant Principals - Lead Teachers - School Leadership Team (SLT) <p>Implementers:</p> <p>Teachers / Departmental Coordinators</p> <p>Students</p>
<p>Utilizing literacy modules, primary source documents, and student assessment information to influence school-wide decision-making among all constituency group members with regard to Common Core Integration and its respective instructional practices / curriculum implementation, and fair and credible assessment. Additionally use of outside PD to train teachers strategies for dyslexic students.</p>	<p>All Teachers</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - All Supervisory Assistant Principals - Lead Teachers <p>Implementers:</p> <p>Teachers / (AVID)</p>
<p>Providing structured Professional Development/Collaborations (PD) in which teachers help teachers in using protocols from the National School Reform Faculty Site to analyze lessons, and student work. Based on areas of focus highlighted from Job Embedded Support for ADVANCE Implementation (JESA) visits, the teacher teams will focus on the Danielson Framework of Teaching, engaging teachers in an ongoing inter-visitation program with their colleagues, developing exemplary teacher practices aligned to Danielson Components 1a, 1e, 3b, 3c, and 3d.</p>	<p>Departmental Teacher Teams</p>	<p>9/15 – 6/16, One session per week, meeting six-hours per month.</p>	<p>Point People:</p> <ul style="list-style-type: none"> - All Assistant Principals - Lead Teachers <p>Implementers:</p> <ul style="list-style-type: none"> - All Assistant Principals - PD Committee - All teachers

<p>Incorporation of the clearer learning targets and success criteria will be the main strategy to address the needs of students with disabilities, ENL, and other high need student subgroups. The success criteria can be differentiated for ENLs and students with disabilities.</p>	<p>ENL/SWDs</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - All Assistant Principals - Lead Teachers - PD Committee
<p>McKee High School will use community resources like the Community Based Organization, Hospital Audiences Inc, to enrich the civic life of the school. The staff of McKee will welcome, values, and incorporate families and the larger community into inclusive schools and classrooms by having office hours for the PTA during the school day. Working with the 30,000 Degrees Initiative (http://30000degrees.com/), which is sponsored by the Staten Island Educational Partnership, McKee staff will work collaboratively with the higher educational institutions, to build strong partnerships with business and community-based organizations that improve the McKee High School community.</p>	<p>PTA HAI 30,000 Degrees</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <p>HAI school representative - AP PPT,</p> <ul style="list-style-type: none"> -PTA Executive Board -Crystal Montalvo of 30,000 Degrees

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.

1. 40 per diem days to hire subs so that teachers can attend outside PD

2. Purchase of Skedula package DDC to do deeper data analysis.

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.

By February 2016, Mid-Year Exams (designed around the format, scope and sequence of the respective Regents examination) will be administered across all subject areas that end in a Regents exam, with the relative % of students achieving the proficiency benchmark established in the 5A Annual Goal for Rigorous Instruction.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- 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.	E
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.	E
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.	E
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.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

Our present attendance is 87.6% and we are trying to achieve 90% with the efforts of the attendance committee.

Based on the OORS report Incident Location Summary there were a total of 334 incidences for 2014-2015. The majority of the incidences were Level 1 at 129, with a majority of the locations for the occurrences in the classroom and hallway. Second was Level 3 at 100, with a majority of the locations of the occurrences in the classroom and hallway. Third was Level 2 at 54, with a majority of the locations of the occurrences at the Entrance/Exit. Fourth was Level 4 at 44, with a majority of the locations of the occurrences in the classroom and cafeteria. Fifth was Level 5 at 7, with a majority of the locations of the occurrences in the classroom and close proximity to the school.

Based on an analysis of the 2014 Learning Environment Survey, 86% of the students agreed that they felt Supported and Challenged, whereas only 14% of the students did not agree. In terms of Safety, 86% of the students agreed that they felt safe, whereas only 14% of the students disagreed. This data reflects an overall and sustained trend similar to the 2013 Learning Environment Survey, where more than 86% of the students reported that they felt, “safe, supported, and challenged by their teachers and peers.”

Our school did receive a Quality Review (QR) in 2014-2015. Based on the most recent QR report in 2015, our school received a “Proficient” within the Main Findings, which addressed our school’s attention towards a “Supportive Environment.”

Informed by the Capacity Framework Element – Supportive Environment, current data, and our most recent Learning Environment Survey and QR, there is a strong indication that students feel “safe, supported and challenged;” however, in an effort to close any remaining gaps and sustain the high-level of support services offered, while accounting for a continually increasing student population and guidance counselor caseloads, additional pupil personnel services staff are needed. This needs assessment informed the development of the annual goal listed below.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through guidance counselors working collaboratively with the community based organization, related service providers, and the attendance teacher and intensifying outreach efforts to parents/guardians and caregivers about the impact of chronic absence, attendance will increase by 1%.

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>A SAPIS counselor with extensive experience in Substance Abuse counseling will work with At-Risk students. SAPIS counselor needs to arrange parent meetings.</p>	<p>Guidance Counselors</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Principal - AP PPS and Security <p>Implementers:</p> <ul style="list-style-type: none"> - Principal - AP PPS and Security
<ul style="list-style-type: none"> • Redistribute student caseloads among the three guidance counselors. 	<p>The entire school community</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - AP PPS and Security

<ul style="list-style-type: none"> ● Review and restructure the Academic Intervention Services Plan; to better utilize the additional staff and services that can be offered to the entire school community. ● Establish a weekly Professional Development Plan for the PPS / College / Security Departments 			<p>Implementers:</p> <ul style="list-style-type: none"> - AP PPS and Security - Guidance Counselors - Dean - PPS / Security Support Staff
<p>McKee HS will engage families and support their understanding of the educational initiatives through PTA meetings, social media, the phone master, and digital newsletters so that they can support their children at home. The ENL Coordinator will collaborate with the PTA meetings so that ENL parents will be aware of the different initiatives occurring in the school using the above stated measures</p>	<p>PTA and Title 1 Guidance Counselors ENL Coordinator</p>	<p>9/15 – 6/16</p>	<p>Point Person: PTA Executive Board Principal's Secretary</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>1. 100 hours per session from Achieve Now grant to Violence prevention</p> <p>2. 100 hours per session for guidance support from Achieve Now grant</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	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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>By Feb. 2016, measurement of caseload of SAPIS worker by looking at student achievement reports of his clients to see the number of classes they have passed..</p>

By Feb. 2016, seeing the number of students who have passed courses from the Achieve Now Grant for the Fall term.

By Feb. 2016, capture the number and types of detentions and suspensions occurring as opposed to Feb. 2015.

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 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.	D
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>Developing</u> and <u>Ineffective</u>. 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>Based on an analysis of 201-2015 Master Program, 25% of the teachers were scheduled with common teacher planning time on a departmental level, while the remaining 50% were not aligned with common teacher planning time within their departments. The limitations of programming made it a challenge to schedule departmental Professional Development and Planning Time during and after the school day, decreasing the likeliness of the opportunities to promote teacher-to-teacher collaboration within and outside of their subject-area departments.</p> <p>Our school received a Quality Review (QR) in 2014-2015. Our school received a “Developing” for QR Indicator 1.2.</p> <p>Informed by the Capacity Framework Element – Collaborative Teachers, our most recent QR and an analysis of the 2014-2015 Master Program, the data supports that a greater percentage of teachers within a departmental subject-level need to be scheduled with Teacher Common Planning Time with their fellow subject-level teachers, as well as their supervisor. The needs assessment informed the development of the annual goal listed below.</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>By June 2016, 20% of all instructors as measured by the Quality Review will have common planning.</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) <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>To implement the inclusion of the repurposed workday as per the 2015 UFT Teacher’s Contract, Ralph R. McKee CTE High School will request approval for a School-Based Option to implement an alternative 2015-2016 Bell Schedule, effective September 2015 thru June 2016 (as allowed for Multi-Session High Schools), for the purpose of including time for Professional Development, Parent Engagement</p>	<p>All teachers, Assistant Principals and coaches.</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Assistant Principal</p> <p>Implementers: - Assistant Principal - Coaches - Teachers</p>

Activities, Office Hours, and other professional work.			
Teachers and Administration will work together to design a schedule that best meets the needs of students, teachers, and the school. Using the recommendations of the departments as a guide, the administration will then schedule Professional Development, Parent Engagement, and other professional work as the schedule allows.	All teachers, Assistant Principals and coaches.	9/15 – 6/16	Point Person: - Assistant Principal Implementers: - Assistant Principal - Coaches - Teachers
Professional Development sessions will be conducted every Wednesday during the Teacher Common Planning Time, facilitated by administration with PD focus topics established the first session of each month on a departmental basis.	All teachers, Assistant Principals and coaches.	9/15 – 6/16	Point Person: - Assistant Principal Implementers: - Assistant Principal - Coaches - Teachers
Parent Outreach, Office Hours and Other Professional Work sessions will be conducted every Wednesday, Thursday and Friday, respectively, to further take advantage of the Teacher Common Planning Time, in an effort to provide student-level support services and outreach to identify subgroups within the school community.	All teachers, Assistant Principals and coaches.	9/15 – 6/16	Point Person: - Assistant Principal Implementers: - Assistant Principal - Coaches - Teachers

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.
1. 50 hours per session using Vision for School Improvement funds for per session that starts June 2015 to June 2016.
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

<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>On a biweekly basis throughout the school year, 100% compliance with the Professional Development schedule will be assessed through monitoring of PD attendance statistics, and adherence to the Parent Outreach, and Other Professional Work tasks connected to the Teacher Common Planning Time departmental schedule.</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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</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 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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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).	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>Based on an analysis of 2014 Regents passing and proficiency data, there were four regents exams that showed increases in the proficiency level. On average, the average mastery level was 6%. There was an increase within subject proficiency as 63% of the students passed ELA Regents examination; this was a 28% increase from 2013. There was an increase within subject proficiency as 42% of the students passed Geometry Regents examination; this was a 17% increase from 2013. There was an increase within subject proficiency as 69% of the students passed Living Environment Regents examination; this was a 10% increase from 2013. There was an increase within subject proficiency as 28% of the students passed Living Environment Regents examination; this was a 2% increase from 2013.</p> <p>An analysis of Teacher Observation Feedback based upon the Danielson Framework during a 2014-2015 Principal Performance Observation, the feedback on average focused on the need for teachers to strengthen their lesson planning in order to positively effect questions and discussion along with engagement. Due to the focus on the delivering content to students, discussion in some classes was teacher led and lacked incentives for students to actively listen to and build on one another's comments.</p> <p>Consideration to strengthen the use of learning target, incorporation of explicit participation structures and protocols for student discussion such as accountable talk stems and active listening so that students are also held accountable to one another as well as to the learning community, and teacher checking for understanding throughout the lesson.</p>		

Informed by the Capacity Framework Element – Effective School Leadership, current data and teacher observation feedback reflects a need to revise practices and strategies that address Danielson Competencies 1a – Demonstrating knowledge of content and pedagogy; 1e – Designing coherent instruction; 3b – Using Questioning and Discussion Techniques, 3c – Engaging students in learning; and 3d – Using assessment in instruction. The needs assessment informed the development of the annual goal listed below.

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–Effective School Leadership. 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.

By June 2016, school leadership will nurture the professional growth of teachers and staff so that 50% of all teachers will achieve the rating of Effective in Domain.

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>The Observation Process based on the Danielson Framework will afford administrators the ability to provide meaningful feedback, with a specific focus on Danielson’s Domains 1, 3 & 4 – Instruction, Assessment with providing measured feedback to the teachers.</p>	<p>All teachers Students Assistant Principals</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Principal - Assistant Principal Implementers: - Assistant Principal - Teachers</p>
<p>Google Apps for Education and our school’s Learning Management System (Skedula) will be used school-wide between students, teachers, administrators, and guidance counselors to track</p>	<p>All teachers, Guidance Counselors, Students, Assistant Principals</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Principal - Assistant Principal</p>

all students' academic progress with a depository for sample of student work to be collected and shared between students and teachers. Google Apps for Education will also serve as a depository for all classroom observation feedback and associated artifacts connected to tenure).			Implementers: - Assistant Principal - Teachers
Ralph R. McKee CTE High School (McKee) will continue to use Skedula which is designed to measure character, scholarship, service, leadership, and citizenship against the principles of the National Honor Society and the National Technical Honor Society to evaluate if students meet the 85th percentile rating required to earn entry into McKee's National Honors Society and National Technical Honor Society chapter.	All teachers, Guidance Counselors, Students, Assistant Principals	9/15 – 6/16	Point Person: - Principal - Assistant Principal Implementers: - Assistant Principal - Teachers

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.											
1. 25 hours per session for PD from Vision for School Improvement funds											
2. Human resource available from School Based Organization vote for Wednesday PD schedule.											
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.
By February 2016, administration will assess that 50% of the teachers will have achieved a rating of Effective or Highly Effective in competencies 1a – Demonstrating knowledge of content and pedagogy; 1e – Designing coherent

instruction; 3b – Using Questioning and Discussion Techniques, 3c – Engaging students in learning; and 3d – Using assessment in instruction.

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>Based upon a three-year analysis of the class of 2012, 2013, and 2014’s Graduation Survey and Earned College Credit data, it was determined that while there was a decline in the percentage of students declaring an “undeclared major” upon entering college from 17% to 12%, there was a 25% increase in the number of students graduating with 16-60 earned college credits upon high school graduation. While both of these statistics reflect upward trajectories in meeting College and Career Readiness objectives, a correlation has been made that suggests that a significant number of the 12% that are “declaring undecided” are on the upper side of the 16-60 college credits earned, thus placing them in a position upon entering college where there is an urgent expectation to declare a major that they haven’t spent sufficient time exploring. Our school, in response, has spent the past three years in developing a Career Exploration Curriculum to address this issue.</p> <p>Informed by the Capacity Framework Element – Community Ties, our most recent QR and an analysis of the 2013 and 2014 Graduation Rates for Regents with Advanced Designation and CTE Endorsement data, the feedback supports that a College Exploration using AVID methodologies infused via our school’s CTE – Work Based Learning Program, to better inform students as to Career Pathways as they prepare for college, career or life. The needs assessment informed the development of the annual goal listed below.</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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, McKee's College and Career Readiness efforts, will increase the number of students successfully completing approved college or career preparatory courses and assessments by 2%.

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>Starting in the 9th grade, students are provided access to the nationally acclaimed college admissions and career</p>	<p>Students, Parent/Guardian, Work Based Learning Coordinator, CTE Teachers, Guidance Counselors</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Assistant Principal Technology</p>

<p>exploration database, Naviance Succeed. As part of the 4-year process, students are expected to complete a series of interest, personality and career interest surveys, with their parent/guardian. The purpose of the Career Interest Profiler, Do What You Are, Career-Thesaurus, and Career Cluster Finder surveys are designed to identify careers that closely match students' interests and academic strengths.</p> <p>Students of all grade levels have access to the newly established Career and Development Center (CDC) with numerous opportunities each week, offering students the opportunity to explore various career pathways, via a "Backpack to Briefcases" series, as well as Job Shadowing and potential internship and other Work Based Learning opportunities. Students, parents, and guardians will check the CDC section of the school website frequently for updates concerning the aforementioned programs.</p> <p>Parents and guardians interested in presenting or recommending a presenter for our Backpack to Briefcases series are encouraged to contact the administration.</p>			<p>Implementers:</p> <ul style="list-style-type: none"> - Assistant Principal PPS & Security - CTE Work Based Learning Coordinator - CTE Teachers
<p>Based upon the Naviance career survey results, suggested college matches aligned with student career interests are provided. This information is accessible to the student, parent and</p>	<p>Students, Parent/Guardian, Guidance Counselors</p>	<p>9/15 – 6/16</p>	<p>Point Person:</p> <ul style="list-style-type: none"> - Assistant Principal PPS <p>Implementers:</p> <ul style="list-style-type: none"> - Guidance Counselors

<p>school counselor, as well as, the college and career advisor. Using the web-based Naviance tool, students are able to focus their college inquiry by analyzing and comparing data provided from prior Tech graduates including GPA and SAT/ACT scores achieved for admission.</p>			
<p>As part of the school’s PTA agenda, career workshops are facilitated by McKee’s PTA Executive Board. These regularly scheduled workshops are vital to the school’s overall College and Career Exploration CDC Program.</p>	<p>Students, Parent/Guardian, Guidance Counselors</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Assistant Principal Technology</p> <p>Implementers: - Assistant Principal PPS & Security - CTE Work Based Learning Coordinator - CTE Teachers</p>
<p>The college information gathered from the Naviance surveys will provide the student and parent/guardian with a guidelines for planning and executing college visits. There are three available college visit options:</p> <ul style="list-style-type: none"> ● Student Initiated College Campus Visits ● School-Based PTA Endorsed College Campus Visits <p>In-School College Articulation Visits with Admissions Officers</p>	<p>Students, Parent/Guardian, Guidance Counselors</p>	<p>9/15 – 6/16</p>	<p>Point Person: - Assistant Principal PPS</p> <p>Implementers: - Guidance Counselors</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.

1. Funding for Naviance from Community Based Organization: HAI Incorporated
2. Human Resource provided through Wednesday PD schedule for counselors and college advisor to receive PD from representatives from Naviance through online webinars.
3. 10-15 hours per session for PD for Naviance training beyond Wednesday PD from the Achieve Now Grant.

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.

By February 2016,

- At least the 20 of the 50 rising 11th graders (next year’s 12th graders – Class of 2016) will be enrolled in McKee’s WBL program in a paid or unpaid Internship.
- At least 250 of the 500 9th, 10th, 11th and 12th graders, will participate in McKee’s WBL program via the Career Pathway’s Presentations (Backpacks to Briefcases, Career-Thesaurus Software, Job Shadowing.)

Part 6b. Complete in February 2015.

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)	1.Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2.Failing Grade in course.	1.Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes	1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin	1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-ThursSchool Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.
Mathematics	1.Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2.Failing Grade in course.	1.Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes	1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin	1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-ThursSchool Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.
Science	1.Student(s) identified through Guidance Referral as struggling in area(s) of curriculum	1.Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring	1. 1:10 Teacher : Student Ratio 2. Small Group	1. 41-min/8 Periods/School Day/Mon-Fri

	2.Failing Grade in course.	4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes	3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin	2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-ThursSchool Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.
Social Studies	1.Student(s) identified through Guidance Referral as struggling in area(s) of curriculum 2.Failing Grade in course.	1.Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes	1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin	1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-ThursSchool Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. In accordance with student IEP Mandated Services. 2. In accordance with student 504 Services.	1.Teacher Tutoring 2. Regents-Prep 3. Peer Tutoring 4. Parent-Guardian Academic Inquiry Meetings 5. ELL Classes	1. 1:10 Teacher : Student Ratio 2. Small Group 3. 1:1 Student : Student 4. Parent, Student, GC, Parent, Coord., Admin	1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period 3. After School/Mon-ThursSchool Day 4. 40-minute academic intervention/planning meetings after each marking period for identified students.

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.
<ol style="list-style-type: none"> 1. Attend recruitment fairs. 2. In school mentoring 3. New teachers have monthly meeting with principal 4. New teachers have at least twice a week meeting with department supervisor

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).
<ol style="list-style-type: none"> 1. Attendance of AVID instructors to PATH trainings sponsored by AVID 2. Attendance of in-school designated lead teachers to district wide subject specific pedagogical practices that are turnkeyed.

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.

1. Within English and Math, the teachers within the teacher team decide on measures for Beginning of Year (BOY) assessment and End of Year Assessment (EOY)
 2. Within Science, Social Studies and Science Department, BOY and EOY, based on vote from teacher team, generated by specific subject teacher.
 3. Within Career and Technical Education, with approval from Office of Post Secondary Readiness, use of Certiport and Skills USA exams decided upon from teachers within the teacher team.
2. PD committee meets once a month to decide topics and method of rolling out assessment 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	308,861.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,295,266.00	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 (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Ralph R. McKee CTE High School (McKee)**, 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. McKee'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. **Ralph R. McKee CTE High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Ralph R. McKee CTE High School's (McKee) 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 McKee'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;
- The **Ralph R. McKee CTE High School's (McKee)** Parent / Teacher Association Executive Board 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;

Ralph R. McKee CTE High 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;

School-Parent Compact (SPC) Template

Ralph R. McKee CTE High School (McKee), 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 McKee 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. Ralph R. McKee CTE High School (McKee) 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 31	Borough Staten Island	School Number 600
School Name McKee Career & Technical High School		

B. Language Allocation Policy Team Composition

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

Principal Sharon Henry	Assistant Principal Noreen Mullen
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher ENL	School Counselor Angelina Licata
Teacher/Subject Area Maria Argano	Parent type here
Teacher/Subject Area English	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member Mildred Cordova
Superintendent Aimee Horowitz	Other (Name and Title) LAC: Maria Argano

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	1	Number of certified bilingual teachers not 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 not 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)	702	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input 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)	3	ELL Students with Disabilities	8
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	11

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	3	0	1	7	1	1	11	0	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										6	6	3	4	0
Chinese														0
Russian											2			0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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		0
Emerging (Low Intermediate)										1	1		1	0
Transitioning (High Intermediate)														0
Expanding (Advanced)										5	7	2	3	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					0
7					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									0
7									0
8									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									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	4		2	
Integrated Algebra/CC Algebra	5		3	
Geometry/CC Algebra	1		0	
Algebra 2/Trigonometry Math _____	1		0	
Chemistry				
Earth Science	3		0	
Living Environment	8		1	
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	4		0	
Geography				
US History and Government	5		0	
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.
To assess the early literacy level of ENL students, McKee references the RLAT, EOY assessments, and the 8th grade Common Core English Exams for incoming students. At the start of the school year, the NYCDOE Beginning of Year Assessments and the Level set Assessment from Achieve 3000 and or lexile tests from the Collections Curriculum are administered to ENL Students. The data reveals that ENL students need multiple opportunities to close read and revisit complex text, cite text purposefully, both verbally and in writing, collaborative learning opportunities and explicit academic and content vocabulary instruction. Additionally, ENL students require multiple opportunities to write from multiple sources using the full expanse of the writing process:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data across performance levels on the NYSESLAT reveal that the large majority of McKee's ENL Students need targeted intervention in reading and writing. The writing performance levels are the lowest and indicate the area of most need.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- 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?
 - Patterns across performance levels and grades reveal that ENL students have low levels of proficiency in reading and writing as per the NYSESLAT Data across all gradelevels
 - School leadership and teachers are using the results from the BOY Assessments and the Achieve 3000 Level Set to emphasize the specific need for teachers plan instruction in all four language domains (listening, reading, speaking and writing) through meaningful, task based content instruction. For example, teachers are expected to show evidence of planned resources, visuals and vocabulary activities, in advance, identifying content and language goals as part of the lesson plan, and te plan to provide multiple opportunities for students to

use academic and content area vocabulary, in collaboration with peers and in writing and speaking performance tasks. School leaders are providing the resources and teacher team time to support teachers as they refine their instruction for ENL students based on the assessment data, through the use of AVID reading, writing speaking and listening methodologies, HMH Collections support and resources and shared strategies gleaned from PD attended by an AP and the ENL teacher by the Center for Applied Linguistics. In order to address the reading and writing levels, coherent instruction in all four modalities needs to be planned and implemented. For example, listening and speaking activities need to support student's ability to access complex text and then write about those texts at the level of proficiency.

c) The school is learning that ENL students have language acquisition needs that are couched in the six instructional shifts for ENL students and when these needs are instructionally addressed i.e identified, interventions and strategies planned in advance and implemented), the majority of ENL students show growth on their assessments and language acquisition.

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](#).]

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

McKee High School recognizes the role of academic language and content area vocabulary in developing critical thinking skills and the ability to access complex text for our ENL students. While developing these skills, ENL students' language acquisition needs require specific attention to academic and content area vocabulary in planning and instruction.

Therefore, teachers will provide students with scaffolds by planning academic vocabulary language objectives. For example, based on Center for Applied Linguistics Professional Development attended by the Assistant Principal and the ENL teacher, Humanities teachers will show students how to define a term/word, state its attributes, use an illustration, use in a sentence, give an antonym, and give a synonym. Teachers will provide multiple opportunities for students to speak and write about content using academic vocabulary through the use of AVID methodologies such as quick writes informal 30-second speeches, linked to writing performance tasks.

These strategies will be shared with the content teachers in the fall teacher team to expand the approach to include advanced planning and implementation of content area vocabulary instruction.

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?

Paste response to questions here:

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

McKee High School will evaluate the success of our ENL program by carefully tracking authentic data from class level formative assessments and summative performance tasks. Weekly, literacy progress data will be evaluated using the Achieve 3000 program. In the teams, teachers collaborate using this data to identify ENL needs, strategies, interventions and resources

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.

McKee High School will ensure that each parent or guardian of a new student or a student who is reentering after having been enrolled in a school outside of NYC /NYS for 2 or more years, is administered the Home Language Identification Survey. Ms. Ruano, ENL teacher, provides the HLIS, in the language requested by the parent or guardian. If the language requested is other than Spanish, Ms. Ruano will use a qualified translator or interpreter. Ms. Ruano completes the HLIS with the parent or guardian and determines if the ENL identification process should proceed based on the responses on the HLIS. Ms. Ruano will refer to the ELL policy guide page 9 to make this determination. Ms. Ruano will ensure that the HLIS will be placed in the student's cumulative file and another copy kept in a binder in room 313. Ms. D'Adamo, Pupil Accounting Secretary will ensure timely entry of this information in appropriate ATS screen.

If the student's home language is determined to be other than English, Ms. Ruano will administer a more in depth interview with the student and review grade appropriate reading materials from Achieve 3000. Ms. Ruano will also review the IEP if applicable. Through the interview and review of work Ms. Ruano will determine if the student needs further assessment to determine if the student

is a SIFE.

If the student is eligible to take the NYSITELL, Ms. Ruano will administer the NYSITELL exam and notify the parent/guardian within five school days through a parent letter in the parent's preferred language (Entitlement Letter, Non-entitlement letter)

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).

As of the 2015-2016 school year, McKee High School will use the following protocols:

1. Have the parent or guardian complete the HLIS, indicating the student's prior schooling.
2. Ms. Ruano will administer the oral interview questionnaire. If the student's home language is Arabic, Bengali, Chinese, Haitian, Creole or Spanish, Ms. Runao will administer the Literacy Evaluation for Newcomers SIFE (Lens).
3. SIFE Status will be indicated within 30 days of official enrollment in BNDC by Ms. R Dada Mo, Pupil Accounting Secretary

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).

As of the 2015-2016 school year, McKee High School will use the following procedure when determining the NYSITELL Eligibility for students entering with an IEP and with a home language other than English.

1. The Language Proficiency Team will meet to decide the eligibility of the student.
2. The LPT will consist of a school leader, the student's parent/guardian, the student (when over 18 years), the ENL teacher and the Special Education Supervisor.
3. If the team determines the student is in fact eligible to take the NYSITELL, the identification process will continue as indicated in question 1
4. If the team decides the student is ineligible to take the NYSITELL, the team will have the school principal review recommendation.
5. If the school principal decides the student is eligible to take the NYSITELL, the identification process will continue as indicated in question 1
6. If the school principal determines that the student should not take the NYSITELL, the recommendation is sent to the superintendent for review and the parent guardian is notified in three days. If the Superintendent agrees with the recommendation that the student should not take the NYSITELL, the Identification process ends.

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.

1. As of the 2015-2016 school year, McKee High School ensures that entitlement and non entitlement letters are distributed within five school days after the NYSITELL is scanned and the score is determined, by mailing the notification to the child's home as well as a follow up phone call to the parent/guardian to confirm receipt. The parent letter will be mailed and Ms. Ruano will make the follow up phone call, ENL teacher.

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).

1. As of the 2015-2016 school year, parents will be informed that they have a right to appeal their child's ENL status within 45 days of enrollment during the Parent Orientation administered by Ms. Mullen, Assistant Principal and Ms. Ruano, ENL teacher. The process to appeal the ENL status of their child will be relayed to the parents/guardians through interpretation services.

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.

1. At McKee High School we ensure that parents understand the instructional program choices (Transitional Bilingual, Dual Language, and Free Standing ENL) by providing parents with an orientation that includes watching the Parent Orientation Video in the preferred language. The ENL teacher, Ms. Ruano is available so that parents may ask clarifying questions about the programs. Parents will also meet once annually to discuss the program in relation to their child's progress and individual needs. If a parent decides that the program offered at McKee is not conducive to their child's academic growth and language acquisition, Ms. Ruano will work collaboratively with the guidance office and the parent to identify a school that has the program suitable for the child and aligned with the parent's wishes.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

1. Ms. Ruano, ENL teacher will be responsible for reaching out to parents to ensure that the Program Survey and Selection forms are returned in a timely manner through mailed notifications and phone call. The ENL teacher will work collaboratively with Guidance office to ensure that the ELPC screen on ATS is completed upon receiving a returned Parent Survey and Program Selection Form. Ms. D'Adamo will record all changes to a parent's prior program choice on the BNDC screen
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As of the 2016-2016 school year, Ms. Ruano, the ENL teacher will keep a checklist of newly enrolled students and documents that must be completed for each (i.e HLIS, NYSITELL, Parents Survey, Program Selection etc). Ms. Ruano, ENL teacher will be responsible for outreach to parents who have not returned to Parent Survey and Program Selection Forms through mail, phone, email to request the forms be returned. Ms. Mullen, AP will arrange home visits via the attendance teacher if necessary
9. Describe how your school ensures that placement parent notification letters are distributed.
 1. McKee High School will ensure that placement parent notification letters are distributed by mailing the notification to the home in the parent's preferred language as well as a follow up phone call made by the ENL teacher to ensure that the notification is received.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 1. As of the 2015 2016 school year, copies of all ENL documentation will be retained in the cumulative files for each child maintained the Guidance Office and by the ENL teacher in room 313, using a binder system.
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.
 1. Ms. D'Adamo will print out the RLER Report for a list of NYSESLAT eligible students on a weekly basis.
 2. The report will be provided to both Ms. Ruano, ENL teacher and Ms. Mullen AP.
 3. Ms. Ruano and Ms. Mullen will review the report and note the number of NYSESLAT eligible students
 4. Ms. Ruano and Ms. Mullen will identify any NYSESLAT eligible students who have long-term absences.
 5. Ms. Runao will call their parents, using qualified translators of the home language is other than Spanish to ensure students are present during the NYSESLAT exam.
 6. If Ms. Runao is unable to reach the parent, Ms. Mullen will work with the attendance teacher to arrange for a home visit
 7. Ms. Ruano ENL teacher will meet with Ms. Mullen, AP and Mr. Velija, Testing Coordinator to review the exam schedule, including exam dates for each grade band and make up exam dates as well as any additional proctors that are needed.
 8. Ms. Mullen will work with Ms. Ruano to provide time during the teacher time to turnkey information to teacher proctors/raters.
 9. Upon receipt of the NYSESLAT materials, Ms. Ruano, ENL teacher and Mr. Velija, McKee's Testing Coordinator will count the number of booklets and answer documents
 10. If the number is insufficient, Mr. Velija will notify the BAIDMr. Velija will secure all testing materials in the vault until the day on which the specific band of the exam is to be administered as per the testing memo and exam schedule. Ms. Ruano will retrieve the exams for the day from Mr. Velija and then return them to him at the end of the day
 11. Ms. Ruano, ENL teacher will send notification letters to parents in the home language. Ms. Ruano will requests translation through Ms. Mullen 1 month before the exam date. Ms. Ruano will obtain the Principal's approval signature on the letter.
 - .
 12. Ms. Ruano will work collaboratively with Ms. Mullen to ensure that all students have the opportunity to take or make up parts of the exam.
 13. Ms. Ruano will update Ms. Mullen on the need for out reach due to absences.
 14. Ms. Ruano, ENL teacher will notify the faculty via email of the exam schedule and
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. McKee High School will ensure that continued entitlement letters and transitional support parent support letters are distributed by mailing the notification to the home in the parent's preferred language. Ms. Ruano will follow up with a phone call to the home to confirm receipt
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).

After reviewing the Parent Survey and Selection Form for the last few years, we have determined that McKee's Freestanding ENL program is aligned with 97% of parent selection. The parents who selected whose first choice was not Freestanding ENL had no interest in considering placement in a school other than McKee.

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.
 1. a)(Freestanding ENL)
As of the 2015- 2016 school year, McKee High School will follow CR Part 154 and program students based on each student's proficiency level to provide both ENL Stand alone and ENL/ELA Integrated settings. In the integrated courses, the ENL teacher and the content area teacher will co teach and work together collaboratively to implement high quality "scaffolded" and differentiated instruction for all students, especially ENL students. In the stand alone class students will work with the ENL teacher to explicitly develop literacy skills in English. As per CR Part 154, a student's proficiency level will dictate the number of minutes
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
McKee High School ensures that ENL students receive the mandated number of instructional minutes by having the programmer, Assistant Principal and the ENL coordinator collaborate to all ENL students are appropriately placed in a stand-alone and integrated course. McKee has a stand-alone ENL program therefore as per CR Part 154.2, the ENL instructional minutes are delivered as follows:
 - Entering (9-12) receive 540 minutes per week of both ENL and integrated ENL/ELA/ or content area
 - Emerging (9-12) receive 360 minutes per week for both ENL and integrated ENL/ELA/ or content area
 - Transitioning and Expanding (9-12) receive 180 minutes per week of both ENL and integrated ENL/or content area.
 - Commanding (9-12) Receive 90 minutes per week of integrated ENL/Content Area.
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.

McKee ENL students will be placed in general education, ICT or self-contained content area courses inclusive of English, Math, Science, and Social Studies. All courses are delivered in English; however, scaffolds and differentiation strategies are part of daily instruction to ensure that all students are engaged in learning the content. McKee teachers will use AVID methodologies reflective of WICOR, Writing, Inquiry, Collaboration, Organization and Reading. Attention to WICOR will provide opportunities for students to read, listen, speak and write. Teachers will use visual aids, graphic organizers and audio support as well as focus on academic and content area vocabulary.

McKee implements AVID methodologies in all classes. Teachers focus on inquiry based student centered instruction with multiple opportunities for students to grapple with content in all four domains. Teacher will use word walls, collaborative student to student discussions, sentence frames, and AVID process and timed writing strategies. Teachers will also look at student work using the Inquiry Process, identify student needs and then indicate strategies and interventions for all students, especially ENL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- McKee ENL students will be appropriately evaluated in their home language throughout the year in the following ways:
1. If Spanish is identified as the home language, incoming students will be provided with the Spanish Lab r , if permitted
 2. ENL students will take practice New York State Regents Examinations (other than English), in their home language. This will provide a benchmark data and insight for content area teacher
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- To ensure that ENL students are appropriately evaluated in all four modalities of English acquisition throughout the year, the ENL teacher will track the progress of students using Achieve 3000 and or the Lexile feature of the Collections Curriculum, class level data from teacher who will plan instruction and assessments/performance tasks in all four modalities using AVID strategies as well as performance assessments aligned to the NYSESLAT available on the New York state website and Engage NY. Presently the ENL teacher is evaluating the ENL periodic assessments of use in evaluating ENLs in all four modalities.
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
- SIFE:** Will provide small group instruction and activities in both English and the home language to the extent possible. A bilingual peer will be identified. McKee is presently negotiating with our CBO, HAI to cover the cost of the Achieve 3000 program for our ENL students . This would provide differentiated readings for students. Teachers will use AVID strategies employing all the modalities as well as content glossaries in the home language. Alternate texts in the home language will be provided in the home language to the extent possible. Student work will be examined in the teacher team and needs strategies and interventions will be identified. Content area and academic vocabulary instruction will be planned and implemented
- NEWCOMER:** McKee will provide small group instruction and identify a bilingual peer and provide a glossary in the home language for the content area and differentiated texts and materials. Teachers will implement AVID Strategies. Ms. Ruano, ENL teacher and Ms. Mullen AP will assist content area teams in implement ENL strategies from AVID, Collections and Center for Applied Linguistics. Student work will be examined in the teacher teams. Needs, strategies and interventions will be identified and student progress monitored by Ms. Ruano and Ms. Mullen
- DEVELOPING:** McKee will provide differentiated activities using AVID strategies, and Karen Hess' Rigor Matrix as well as Costas level of Questions, graphic organizers, visuals, and plan instruction that provides multiple opportunities for students to grapple with content in all four modalities. Student work will be examined in the teacher teams. Needs, strategies and interventions will be identified. Student progress will be monitored.
- LONG TERM:**
- Presently McKee has 21 ENL students, 12 of whom are long term. The percentage of LTE students has decreased from 61% in the 2013-2014 school year 54% in the upcoming school year, 4 of whom are incoming freshman. For this school year, Ms. Mullen, Assistant Principal Ms. Ruano, ENL teacher and Ms. Licata Guidance Counselor will work as a team to implement a plan to address the lack of progress or "flat profile" of our 12 ENL students in terms of new language acquisition. In September, using an Inquiry protocol, the team will look closely at the NYSESLAT data for all LTE students as well as examine the past achievement of the LTE students. This examination will be thorough and include analysis of the language, experiential background, individual learning style, family education history, and external or environmental factors. Under the guidance of Ms. Mullen and Ms. Ruano curriculum maps will be strengthened and revised to address the identified needs of our LTE students for literacy acquisition and literacy development.
- FORMER ENL:** McKee will provide Former ENL students with ongoing support in the form of AVID strategies and Write Path Methodologies as well as continued focus on academic and content area vocabulary. Student work will be examined in the teacher teams. Needs strategies and interventions will be identified and student progress monitored.
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.
- McKee will ensure that a student's academic progress has not been adversely affected by the re-identification of a student as a either ELL or non ENL by first having a school leader consult with a qualified staff member in the school, the parent/guardian and the student. If the school leader (in collaboration with the principal) determines that the re- identification process has affected the student then the school leader, Ms. Mullen will provide additional support services to the student. The school leader in collaboration with the principal, may also reverse the determination within the same 6 to 12 month period.

Chart 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?

The instructional strategies and grade level material that teachers of ENL- SWDs use to provide access to academic content and accelerate English Language Development are:

- AVID strategies such as Cornell Notes, Marking the text, text dependent questions WICOR activities, (Writing, Inquiry, Collaboration, Organization and Reading)
- AVID Write Path Methodologies
- AVID student tutorial protocols in the instructional period
- Achieve 3000 (if provided by the CBO)

-Collections close reading and differentiated strategies (citywide curriculum selection)

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?

The goal for ENL/SWD students at McKee will be to progress in equitable standards based ENL educational services that are culturally and linguistically diverse. Instruction for ENL/SWD students include

-Use of the common core and the six instructional shifts as the base for ENL, ELA and content area instruction in the least restrictive environment.

1 Increase use of multicultural materials and resources. (Collections, Achieve)

- more effective use of adaptive technology
- ICT and integrated setting wherever possible.
- Ongoing professional development (AVID, Collections, Center for Applied Linguistics, DELL webinars for the ENL and Special education teachers
- ongoing review of students' IEP goals and student work analysis to inform instruction and the appropriate scaffolds and differentiation

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 Chart	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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

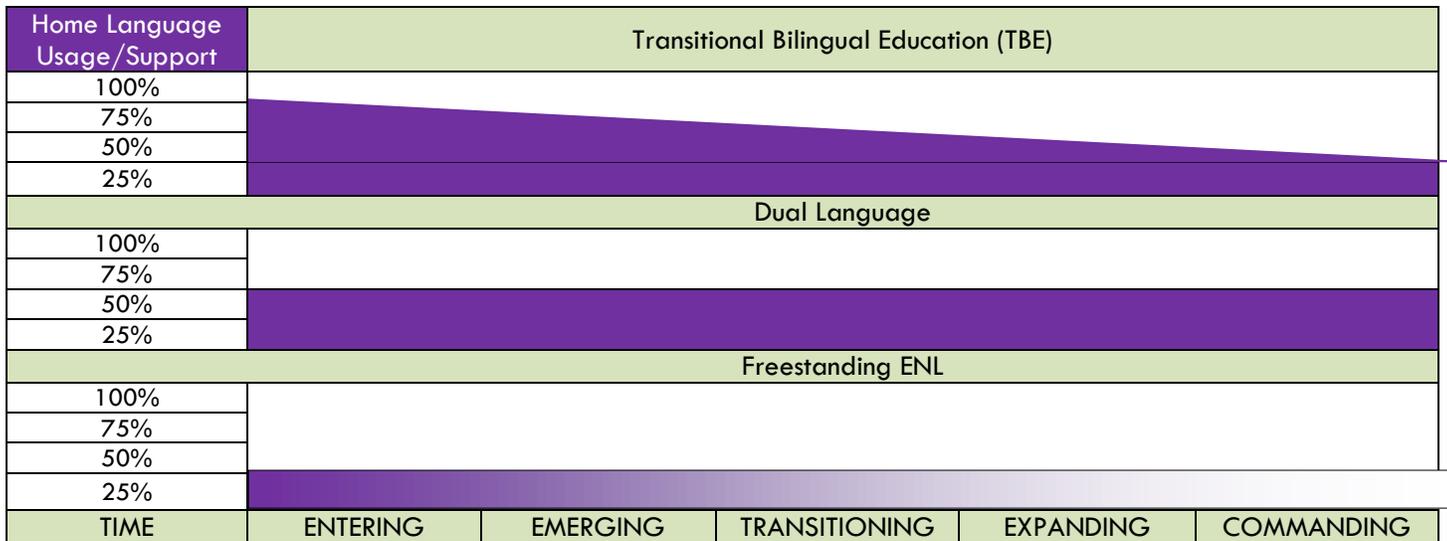


*Note: “other approved services” does not apply to New York City at this time.

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. ENL/ SIFE Newcomers and Developing students are identified in their ELA and content area classes. The teachers will target their intervention based on the ongoing teacher team analysis of student work. All content teachers will provide targeted intervention focused on content area vocabulary. ELA teachers will focus on academic vocabulary (presented in Collections curriculum). The strategy across departments will be to follow the same strategy based on the CAL, AVID PD (formerly cited in question__)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on analysis of the content and language development of ENL students from 2014-2015s ENL students need additional support in content development. Analysis of the regents data show some improvement in English and Math however students made no progress in Science and Social Studies.
12. What new programs or improvements will be considered for the upcoming school year?
For the 2015-2016 school year McKee will implement a more structured and strategic plan for intervention, especially for our LTE students. This plan will revolve around two main points; specific evidence of advanced planning and implementation for both academic and content area vocabulary and regular examination of student work in the teacher teams. The examination will lead to identified needs, strategies and interventions that will be couched in the strategies from AVID, CAL and Collections resources and strategies. Another aspect of the planned strategy will be to increase outreach to the homes of chronically absent LTE students. Additionally, in November of 2015- ELA teachers will implement the use of the Collections Literature Circles that offer an array of multi-cultural texts.
13. What programs/services for ELLs will be discontinued and why?
At this time there are no programs or services that will be discontinued, with the exception of Achieve 3000 if the school cannot successfully negotiate with the CBO to pay for 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.
Ms. Ruano, ENL teacher will take a lead position in McKee's after school program, HAI. In this program students and their parents will be invited to attend theatrical performances in Manhattan. Students will have access to theater, gaming, tutoring, and a large range of collaborative activities. All letters and signage will be translated into the home languages of our ENL parents and Ms. Ruano will conduct phone outreach in Spanish or with a Russian interpreter from Translation.
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.
Instructional Materials will include
 - Achieve 3000 (tentative)
 - Collections videos for students
 - Smart board technologyIpads
Document Cameras (ELMOS)
Patterns of Interactions Social Studies multi language glossaries and translated Spanish text
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered at McKee High School's ENL program through the use of bilingual glossaries and for the 2015-2016 school year bilingual word walls as well as translated texts in Social Studies (Spanish). Newcomer and SIFE students are paired with a student who is literate in the home language during class activities, to the extent possible.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At McKee teachers will plan and implement differentiated instruction. Teacher teams collaborate to make sure that all services and resources are provided to students and that these services and resources correspond to the students' age, grade proficiency level.
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).
Beginning with the summer following the school year 2015-2016, McKee will facilitate a new student orientation in late August. A school leader and the ENL teacher or bilingual staff member will present all the opportunities students will have at McKee High School. The ENL teacher will pair a newly enrolled ENL student with a peer mentor who speaks the student's home language, if possible.
19. What language electives are offered to ELLs?
McKee offers Italian as our foreign language elective.
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)?

Paste response to question here:

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.)
As of the 2015-2016 school year as per the requirements of CRPart 154.2, ENL staff at Mckee will receive ENL specific professional development off site. The ENL teacher will turnkey the information to the staff during the teacher teams. 50% of the ENL teacher's PD will be ENL specific.
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?
Teachers of ELLs will receive PD focusing on AVID strategies focusing on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) CAL strategies and DELL webinars and any PD offered. The ENL teacher and ELA teachers attended the Collections PD in August which featured strategies for ENL and SWD students focusing on academic vocabulary and close reading of complex text . The ENL teacher will attend PD associated with the City Wide Curriculum Collections on November 15th - Kylene Beers and Lydia Stack(ENL) The ENL teacher will turnkey the information to content area teams during the weekly team meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher and guidance counselors will work collaboratively to assist ENL students as they transition from middle to high school. The ENL teacher and counselors will discuss individual student needs as they transition including appropriate programming and additional support that students may need.
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.
As of the 2015-2016 school year McKee High School will meet the Professional Development requirements of CP Part 154.2 by ensuring the following:
 - The ENL teacher and AP turnkey training strategies and best practices for supporting ENL students to the staff.
 - Of the staff's yearly professional development, at least 15% will focus on integrating (planning and implementing) language and content instruction for ENL students.
 - The ENL teacher will attend high quality workshops and professional development on best practices for supporting ENLs
 - Of the ENL teacher's professional development, at least 50% will be dedicated to language acquisition in alignment with the common core and with core content area instruction for ENL students.

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?

At McKee the ENL teacher will work closely with the AP of Humanities and Guidance as well as the counselors and the attendance teacher to reach out to the parents of ENL students. The ENL teacher will contact the parent/guardians of ENL students via the phone to schedule annual individual meetings, in addition to the regularly scheduled parent meetings and teacher conferences and parent information night). The ENL teacher will arrange for an in person interpreter or a phone conference interpreter as needed. The ENL teacher will keep a portfolio of student work and be able to examine the student's AVID binder to determine the student's language development progress, assessment results, needs and interventions. The ENL teacher will share this data with the parent/guardian and how the ENL program at McKee will help to support and enrich the child's language acquisition. The ENL teacher will also ask at least two content area teachers (especially in an area of growth and struggle)to be a part of the meeting with the parent. Additionally, the ENL teacher will work with the AVID team to include the ENL students in the student led coferences that were piloted by the AVID classes in the Spring of 2015. The ENL teacher will invite ENL parents to this special event.

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.

As of the 2015- 2016 school year, the ENL teacher will keep a record of annual individual meetings with ENL parents by maintaining an outreach log in which phone calls are made to the parent/guardian to arrange the meeting will be recorded as well as the agenda of what will be discussed at the meeting. Parents and staff will sign in on the agenda. All materials and records will be kept in a binder and maintained by the ENL teacher.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to multiple ENL parent focused meetings throughout the year. Meetings are scheduled for the beginning of the school year to inform parents regarding program choice and services. Meetings are also offered on Saturdays, evening and afternoons. ENL parent meetings are also offered before the NYSESLAT in the Spring.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? McKee will partner with the Community Based Organization HAI to provide oportunites for ENL parents to attend theatrical performances.
5. How do you evaluate the needs of the parents?
Ms. Ruano, ENL teacher continue to mail and digitally mail a parent survey in both English and Spanish. McKee will continue to evalaute parent needs through phone class and mailed information in the home language. Additionally, through annual meetings with parents the ENL teacher will evalaute the needs of the parents using the survey/checklist.
6. How do your parental involvement activities address the needs of the parents?

To address the needs of our ENL parent/guardians, the agendas for the meetings focuses on providing parents with the information they need about their child's academic and language acquisition progress as well as informing parents regrading the upcoming/recent changes in state assessments. During the 2015-2016 school year the individual conferences will serve as an entry point for parents to receive clarity and answers regarding any questions they have about their child's education.

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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: 31r600 School Name: Mckee Career & Technical H
Superintendent: Aimee Horowitz

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.learnedoe.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 protocols used to assess language preferences of the parent/guardian community for both written and oral communication are as follows: Review the RADL available on the intranet and ATS.
Review the HLIS for entering students.
Look specifically at the RAPL , RECF RCON to identify the specific needs for oral and written communication.
ATS reports are reviewed regularly throughout the year to ensure the written and oral needs assessment is updated and accurate.
The reports are reviewed by the LAC and the Pupil Accounting Secretary.

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.

Approximatley 178 parent/guardians have indicated that Spanish is the preferred language for both written and oral communication.
Approximaltey 3 parent /guardians have indicated that Bengali is the preferred language for both written

and oral communication.

Approximatley 5 parent /guardians have indicated that Chinese is the preferred language for both written and oral communication.

Approximatley 2 parent/ guardians have indicated that Polish is the preferred language for both written and oral communication.

Approximatley 4 parent/guardians have indicated that Russian is the preferred language for both written and oral communication.

Approximately 3 parent/guardians have indicated that Sinhalese is the preferred language for both written and oral communicaiton. Approximately 4 parent/guardians have indicated that Urdu is the preferred language for both written and oral communication.

All but Sinhalese is one of the 9 covered languages in the NYCDOE.

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.)

Each Assistant Principal received a chart that requires the AP to indicate the letters/documents etc that are issued from his or her office on a monthly basis.

Chart inserted below:

RALPH MCKEE HIGH SCHOOL

Written

Communication to McKee High School Parents/ Guardians

Month	Document	Letter or	AP	Document
September	ENL Entitlement Letters	Mullen	Centrally Produced	
September	ENL parent Meetings	Mullen		School Produced
September	Parents' Bill of Rights & The Expect Success Guide	Mullen	Centrally Produced	
September	Welcome Back Breakfast Letter	Eberlein		School Produced
September	Opt Out letter		Eberlein	Centrally Produced
Ongoing	Suspension/Detention Letters	Lambert		Student Specific
September/October	Security Letters/Sex Offender as needed- Letters	Lambert	Centrally Produced	
September/October	AVID Parent Letters	Mullen		School Produced

September English/Math	Beginning of Year Assessment Letters for Mullen/Lambert	School Produced	
September slips Eberlein	After School Program Information and Permission	School Produced	
September Brochure	Discipline Code Respect for All Lambert-	Centrally produced.	
September/ October Permission slips	Henry	School Produced	
October Marelli	Report Cards-	School produced	Mr.
October Letter Produced.	PSAT	Eberlein	School
November Letters	Open House	Eberlein	School Produced
November Letters	Failure	Eberlein	Student Specific
December/January Letter	Regents Exam	Eberlein	School Produced
March Dates	NYSESLAT Exam	Mullen	School Produced
April Assessments Produced	EOY	Mullen/Lambert	School
May Letters Specific	Failure	Eberlein	Student
June Letters	Regents	Eberlein	School Produced
June Specific.	Promotion in Doubt Summer School	Eberlein	Student

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.

The school will hold face to face meetings with parents/guardians on the following days:

Welcome Back PTA Meeting
Regular PTA Meetings
Curriculum Night on
Parent Teacher Conferences November 19th and 20th and March 10th and 11th
ENL Parent Meetings on
Unexpected parent visits to school
IEP Meetings

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.

Ms. Mullen, AP, will provide a list of all the homes that have requested written communication in a specific language other than English, to all the APs. When the AP is mailing or distributing documents, he or she will use the translated documents available at the NYCDOE website.

When school produced documents are required, each AP will submit the document two weeks in advance to Ms. Mullen, to arrange for translation. However, if the document is available on the DOE Intranet page, the AP will generate the letter him or her self. The same procedure will be used for the student specific letter. For written communication the Translation & Interpretation Unit Services will be used. In the event that there is not enough time for written translation, bilingual school staff will be used to translate for Spanish and Arabic. When necessary the NYCDOE Phone Translation will be used or the School Messenger, which translates into Spanish.

Ms. Mullen will also provide a list of all homes that have requested oral communication in a specific language other than English to all staff. The list will be issued in the fall and the spring terms to APs and staff.

Written notification of parent meetings and conferences will indicate that translation services will be available.

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.

Bilingual staff (Spanish) will be available for the PTA Meetings, Curriculum Night, ENL Parent Meetings and Parent teacher conferences in advance.

For unexpected parental or guardian visits to the school, bilingual staff or over the phone translation will be provided.

All office staff and School Safety Agents will be provided with the Language Identification Guide. All signage from the Language Access Kit will be posted in the school to facilitate language access to all parent/guardian visitors.

Ms. Eberlein, AP Special Education will ensure that language access and interpretation is available at all IEP Meetings, as necessary, via bilingual staff or over the phone translation. Bilingual Special Education Glossaries will also be available.

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 a handout on how to use translation services and over the phone interpretation services via their mailboxes and email in the fall and in the spring. They will also receive the sample staff letter from the Language Access Handbook for Schools. Department supervisors will remind teachers of the available services and the need to engage parents in their preferred language. Staff will also receive Office staff will receive the Language Identification Guide. Ms. Mullen will review the I speak and Language ID Cards with the School Safety Agents and review how they can obtain an interpreter for LEP visitors.

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

The Welcome Poster will be found at the main desk and the principal's office so all parent/guardian visitors will be able to view the sign. The Parents' Bill of Rights and the Parents' Guide to Language Access will be available in the parent seating area at the main and the Guidance, Security and Principal's office. The school will also complete a bulk mailing of the Parents' Bill of Rights and The Expect Success Guide in the preferred language for written communication.

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)

The cabinet will carefully review the Learning Environment Survey and Ms. Henry will email a parent survey and ask parents for feedback in the Spring term.