2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 13K265
School Name: DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS
Principal: MICHAEL WALKER
School Comprehensive Educational Plan (SCEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Dr. Susan S. McKinney Secondary School of The Arts</th>
<th>School Number (DBN):</th>
<th>13K265</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>331700010012</td>
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<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>101 Park Ave, Brooklyn, NY 11205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-834-6760</td>
<td>Fax:</td>
<td>718-243-0815</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Michael Walker. Sr.</td>
<td>Email Address:</td>
<td><a href="mailto:mwalker10@schools.nyc.gov">mwalker10@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Michael Walker, Sr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Maria Acedo</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Angel Quintanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Patricia Edwards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Emma Chollette Fraiser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Donavin Fulmore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Tanya Walker</td>
<td></td>
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</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>13</th>
<th>Superintendent:</th>
<th>Zina Cooper-Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>355 Park Place, Brooklyn, NY 11236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:bfreeman@schools.nyc.gov">bfreeman@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-636-3284</td>
<td>Fax:</td>
<td>718-636-3266</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
**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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Walker, Sr.</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Acedo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Karen Rivers</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Celia Green</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Javon Capers</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Donavin Fulmore</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Tanya Walker</td>
<td><strong>CBO Representative, if applicable</strong></td>
<td></td>
</tr>
<tr>
<td>Nadia Ponce</td>
<td><strong>Teacher</strong></td>
<td></td>
</tr>
<tr>
<td>Jeanetta Spencer</td>
<td><strong>Parent</strong></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Beverley Harry</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Zakiya Harris</td>
<td>Teacher / UFT</td>
<td></td>
</tr>
<tr>
<td>Willie Mae Jackson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Tamara D'Angelo</td>
<td>D75 Coordinator</td>
<td></td>
</tr>
<tr>
<td>Patricia Edwards</td>
<td>SLTChair / UFT</td>
<td></td>
</tr>
<tr>
<td>Valerie Trimble</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Carletta Alleyne</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Denise Archer</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Althea Faith Hester</td>
<td>Teacher/UFT</td>
<td></td>
</tr>
<tr>
<td>LaRosa Barnes</td>
<td>Parent</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

### 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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To engage in a rigorous arts curriculum that prepares students academically and socially for success in college, the world of work and develops their civic engagement at both the school and community level.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2017-2018 we continued analyzing our data sources to determine areas of need and a focus to provide additional support for the teachers, parents and students. We collaborated and planned around our best practices to support the staff and to ensure the needs of all students are met. We devised six-week assessment intervals to inform decisions around instruction. Practical and meaningful professional development for the teachers was planned to improve our overall instructional approaches.</td>
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</tbody>
</table>

The middle school continued to implement IReady and Ready (Diagnostic materials) material to support ELA and Math instruction supported by AIS Academic Intervention Support designed to deliver multiple entry points for the students and provide sources of data for the teachers via a technology platform. High school students are utilizing course materials from Engage NY, College and Career Readiness materials, Regents prep materials, CCLS aligned content specific text /trade books as well as teacher created units of study. We consistently survey the teachers to determine where additional support was necessary. This provided a focus for our professional development calendar for the year to ensure that teachers are consistently improving their practice and students are improving across the board.

In structured professional teams, the focus was on improving Questioning and Discussion, Vocabulary, Accountable Talk, Cornell note taking and a systemic approach to writing, “Melcon”. By consensus we continued to collaborate on the six-week assessment calendar providing time and strategic time frames to ensure that instruction was not interrupted and training for the teachers to analyze student data and understand the need for adjustments. These assessments were developed around student ability to master specific standards, how standards were introduced and or reviewed during lessons and what standards would be the focus for each six-week cycle within their pacing calendars. At the conclusion of every marking period, all teams engage in instructional modifications, analyzing student data and unit planning. Teachers are given multiple forms of data from STARS such as the Scholarship report and Regents Item Analysis report that continues to be discussed in Departmental and Grade Team meetings. Students engage in self-reflections on their work products and assessments results. This information then becomes part of the teacher binders and student folders for ongoing review and reflections to determine needed adjustments and or recommendations to units of study, instructional focus.

In utilizing the Danielson’s Framework, we continue to deepen teachers’ capacity in utilizing data and student work to inform the delivery of high quality instruction to improve achievement of all students through providing teachers with timely and meaningful feedback cycles and actionable next steps. Feedback given to all teachers are housed in Google docs to aid administrators in determining support for teachers and or a reference to determine teacher growth. Teachers engaged vertically and horizontally in inter-visitations this year based on recommendations from administration and colleagues to get a better understanding of how specific strategies look in different classroom settings and to promote collaborative dialogue and coherence around pedagogy. Specifically with the ELA department, we partnered with LDC where teacher from grades 6-12 worked on vertical teaming that clarified the links from grade to grade. Additionally through conversation and collaboration, we decided that students learned best via questioning and discussion techniques. As a result, we aligned resources with a neighboring school to have a full days PD around questioning and discussion utilizing the services of LCI. We continue to employ the services of outside
personnel, CSD #13 staff and the Brooklyn Field Support Center to ensure teacher effectiveness via planned professional development.

Careful planning and coordinating with the parent coordinator will be established to address students, families and staff concerns pertaining to reaching our goals and how parents can play a vital role within the process. In 2018-2019, we will survey the parents on other strategic usage of the CASS system by initiating parent text through the system when students entered the building. Parents automatically received a text message letting them know what time their child arrives to school and will be able to receive a weekly or monthly report of student lateness upon request. In working on the culture of the building we maintained our programs such as PSAL (high school), CHAMPS. We have developed partnerships with our CBO’s such as Brooklyn Community Services, Girl Be Heard, the Jeter Foundation( Leadership) the Teen Innovators Program with the Brooklyn Navy Yard, College Access for All (MS), Medgar Evers College Access for All, and student leadership group SVC. All of the aforementioned programs provide a correlation between the school experience and what students can expect either in college or the world of work and social emotional learning. Students have opportunities to assume leadership roles. Other programs like Girl Be Heard, the BAM Internship Program, TDF and Cooper Hewitt gives students an artistic space to demonstrate their abilities. The Superior Sound Marching Band also provides students with numerous opportunities to demonstrate their musical skills and visit colleges where tours are provided. In utilizing all resources in the building, we partnered with Laurie Cumbo, Arts Connections/Warner Brothers Foundation to give student exposure to the recording industry and professionals by working with a resident in our state of the art recording facility that resulted in a culminating listen event and feedback session.

We endeavor to expose students to college level courses while they are still in high school. In 2017-2018 via AP for All we implemented 4 AP courses; AP US History, AP English, AP Literature and AP Foreign Language. Additionally, in 2018-2019 we added AP Environmental Science to ensure our students experience college level rigor. To remain true to college and careers our students continued to participate in the Teen Innovators Program which also builds on the literacy skills set required in a professional setting. Students are given opportunities to meet and interview Chief Executive Officers and Presidents of various firms within and outside of the Navy Yard. At the conclusion of the program, students are offered paid positions as interns in addition to becoming mentors of future Teen Innovators. There has been much effort put towards acquiring Chess in the Schools and the establishing of a competing Debate Team. We will continue to focus on providing quality services to all students including ELL’s, and SWD’s to insure academic growth and success.

All Guidance counselors are assigned to specific grades and families are aware to whom they can address their concerns that require the expertise of such personnel. The Children are Reason Enough (CARE) team will re-examine procedures and protocol used to addresses students who are exhibiting personal and academic challenges and are charged with instituting an intervention plan which is monitored for adjustments over time. Attendance meetings are conducted bi-weekly with personalized letters and parent meetings to support students with chronic attendance/lateness problems.

Knowing the issues around social media and bullying we will look to provide more support from our CSD#13 and BFSC support for staff and families to address bullying and cyber-bullying. These practices in the past have helped strengthened students’ social and emotional learning skills and put the focus back into the classroom. This will allow us to see a reduction in school-wide suspensions and infractions to the discipline code.

3. Describe any special student populations and what their specific needs are.

ICT classes on each grade, the Special Ed population in the high school brings about a constant challenge of delivering mandated resources that are so desperately needed. Due to securing qualified special education teachers that are content specific that can be used in the high school has been quite a challenge. Numerous attempts are being made in 2018-2019 to acquire such professionals via The New Teacher Finder, Human Resources, The Fellows program and coupled by the lack of funding has caused us to be innovative in servicing our students. It is clear that our efforts must
again attempt to secure qualified applicants to bring about additional support to our high school SWD population. Specifically, the data revealed in the high school math ICT classes that reveals a void that we must address if our students are to acquire the level of success expected.

<table>
<thead>
<tr>
<th>4. Identify 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.</th>
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<tbody>
<tr>
<td>Based on our collaborating on the PLC calendar for 2017-2018 the decision was made to continue to focus on our best practices to increase rigor in all aspects of instruction. The area that showed the most improvement was our improvements in small group Questioning &amp; Discussion techniques. Wherein there is still much work to be done in establishing continuous and consistent coherence across all classrooms, we have shown the most improvement in this area. From observing teachers in the classroom, higher-level questioning was evident as well as other areas such as wait time in response to questions and questioning that promote higher order thinking. It was clear that strategies introduced in professional development were being implemented on varying levels. Teachers have become more knowledgeable of Bloom’s Taxonomy and the DOK Questioning protocol when designing questions as well as with the introduction to LCI’s methodology around questioning. Such though out questions are evident in the Do Now section of the lessons as a means of reviewing prior standards and or Regents based questions.</td>
</tr>
<tr>
<td>In 2018-2019 we will continue to focus on Questioning &amp; Small group discussion as well as our other best practices to increase teacher capacity, collaboration, trust and promote more student-centered classrooms providing equity for all students. To aid in this initiative, we will continue to work on feedback obtained from our 2016-2017 Quality Review and PPO visits around indicator 1.2, 4.2, and 5.1. Additionally, we will undertake creating a database of questions by content for teachers to facilitate when horizontally planning units of study. To ensure full student participation in the classroom activities and to promote more accountability on the part of the student, we will continue our work on Accountable Talk, Small Group Discussion.</td>
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### School Demographics and Accountability Snapshot for 13K265

#### School Configuration (2018-19)
- **Grade Configuration:** 06.07.08.09.10.11.12
- **Total Enrollment (2017-18):** 370
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 18
- **# SETSS (ELA):** 30
- **# Integrated Collaborative Teaching (ELA):** 66
- **# Special Classes (Math):** 18
- **# SETSS (Math):** 22
- **# Integrated Collaborative Teaching (Math):** 69
- **Types and Number of Special Classes (2018-19):**
  - # Visual Arts: 4
  - # Music: 8
  - # Drama: 4
  - # Foreign Language: 14
  - # CTE: N/A

#### School Composition (2017-18)
- **% Title I Population:** 90.0%
- **% Free Lunch:** 87.8%
- **% Limited English Proficient:** 4.6%
- **% Black or African American:** 69.2%
- **% Asian or Native Hawaiian/Pacific Islander:** 2.2%
- **% Multi-Racial:** 1.9%
- **% Black or African American:** 6.1%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.1%
- **% Multi-Racial:** 0.0%
- **% Reduced Lunch:** 4.1%
- **% Students with Disabilities:** 24.3%

#### Racial/Ethnic Origin (2017-18)
- **Years Principal Assigned to School (2018-19):** 4.08
- **# of Assistant Principals (2016-17):** 2
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification (2014-15):** 2.7
- **Average Teacher Absences:** N/A
- **Average Percent of Students with Disabilities:** N/A
- **Students with Disabilities:** N/A
- **# Teachers without a Valid Certificate:** N/A
- **% Multi-Racial:** N/A
- **% Limited English Proficient:** N/A
- **% Title I:** N/A
- **% Free Lunch:** N/A
- **% Reduced Lunch:** N/A
- **% Students with Disabilities:** N/A

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 29.6%
- **Mathematics Performance at levels 3 & 4:** 5.4%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** 25%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 74%
- **Mathematics Performance at levels 3 & 4:** 65%
- **Global History Performance at levels 3 & 4:** 37%
- **US History Performance at Levels 3 & 4:** 55%
- **4 Year Graduation Rate:** 63.6%
- **6 Year Graduation Rate (2011 Cohort):** 85.1%
- **Regents Diploma w/ Advanced Designation:** 3.0%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 0.0%

#### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** No Local Assistance Plan
- **Focus District:** Yes Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
| Economically Disadvantaged | YES | ALL STUDENTS | 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

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 3 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Melcon. For the staff, we took an intensive look at the feedback from our recent Quality Review and reflected on ways to improve in Indicator 1.2 as a school and in the individual classrooms, 4.2 and 5.1. Having focused on the above best practices, we will continue to fine tune our strategies, consistently look at our data and provide teachers with actionable next steps, and provide professional development in various ways to ensure coherence is mastered across the vast majority of the classrooms. As indicated in the Quality Review data, there were inconsistencies in pedagogical practices from classroom to classroom that should have provided evidence of higher-order thinking skills and the production of meaningful work products.

We have a strong and committed staff with vast amounts of expertise relevant to content and application. As such teachers will be used to facilitate more workshops for other colleagues in the upcoming year in addition to a well-planned yearly Professional Learning Calendar. There are still expectations that we have for our Professional Learning community that we must continue to develop to ensure that teachers and students achieve high levels of success and that rigor is coherent across classrooms and across grades.
In 2018 – 2019 the priority focus will center around timely feedback, developing student study skills and testing strategies, being consistent with deadlines and implementing lesson/unit planning sessions that will impact student and teacher outcomes.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - Evidence-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). | All teachers across all content areas. | 9/2018 - June 2019. | Principal, APs, CSD, Lead Teacher |
| PLC will continue to work towards establishing an efficient and productive Data community capable of using all forms of data to guide instruction, reflection and the interpretation of next steps. These would include student awareness of data and its implications on becoming a successful and accountable student. | All Staff | 9/5/18 - 5/2019 | Principal, APs and Lead Teacher |
| We will begin studies on Courageous Conversations around Race and its impact on student achievement and student/teacher relationships within the learning community. | Teachers | 9/5/18 - 6/15/19 | Admin, Lead Teacher |
| To increase rigor, we will work on planning of units/lesson to ensure goals are met using strategies gained from PD. Additionally, we will continue to perfect strategies to differentiate instruction, promote student self-reflections and promote good study skills. | Teachers | 9/5/18 - 6/13/19 | |
| To ensure that classroom foster connections to all ethnic groups, we ill do a book study on the Culturally Responsive Classroom. | | | |
For ELLs and SWDs we will ensure that the content is made relevant and relative to student background and interests. Classroom teachers will collaborate around content and strategies to bring about added support for struggling students. Provide ongoing training in school and from BFSC.

Teachers will receive guidance and training on proper protocols when communicating with parents. Returning calls, sending emails and meeting with parents to ensure that a partnership is reached to help students achieve their goals.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**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.

**Human Resources:**

- Off-site professional development funding to ensure absent teacher coverage cost.
- Teacher prep period coverage funding.
- Per-session activities on select weekends for teacher training and facilitation of parent workshops during and monthly Parent Academy meetings.
- Funding will be needed to secure trainers outside of CSD and the BFSC
- Extended / Evening classes to provide additional support for students in credit bearing courses.
- Per session activities, for small group tutoring of students.

**Instructional Resources:**
- Common Core aligned textbooks and workbooks in all needed content areas
- Materials for AP for All course offerings
- IReady Diagnostic Printed materials for grades 6-8
- ILEARN software for grades 9 - 12

Schedule Adjustments

- Teachers will be scheduled on a weekly basis for Departmental meetings and six-week Grade Team/Inquiry work.
- School leaders adjust their schedules to allow the school to strategically allocate resources to fund a range of other additional supports.

PD Resources:

- Purchasing of books to supplement specific pd book study session topics.
- Funding cost for outside agencies working with staff and parents towards a common goal

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

We will examine all data as described in the goal and action plan to determine growth and in what areas that will clearly indicate the need for modifications by February 1, 2019. We will accomplish this goal by looking at regents results, teacher observation data, team meeting protocols, planning of lesson, school wide data reports that will include swds and ells. Most importantly this will be done collaboratively.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

During parent teacher conferences, conversations between parents and teachers will be intermittently monitored for quality control. Parent coordinator will accurately record the amount of parents that enter the building and report out to the staff.

#### Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In 2017 - 2018 after having worked off the data results from our 2016 - 2017 QR, we made adjustments to the master schedule to provide teachers consistent meeting times, protocol templates, action plans, monitor meetings and provide actionable feedback to promote coherence. For 2018 - 2019, our goal is to continue perfecting these structures. We will continue to focus on the lower third of our population and specific students that missed regents passing scores by 2-5 points gathered from the Regents analysis report data. In the middle school students that performed 2-3 points away from meeting a specific performance level will be tracked by their grade and content teachers to ensure progress towards meeting acceptable performance standards. For a supportive environment teachers will be provided the necessary tools to address students needs by effectively using their student data to drive their instruction.

We will continue to look at the impact of students’ social behaviors via the amount of OORS incidents, teacher anecdotes and devising methods to support the students through SEL and RFA curriculum. We will encourage more extra-curricular activities with guidelines and handbooks for students to promote more accountability and support, Student Government, monthly awards assemblies, National Honor Society for both High School and Middle School students as well as progress reports that occur every third week of each marking period for more student support. Through teachers collaborating and in dialogue with students, we find that our students are drawn to certain teachers
more than others and as a result, teachers have adopted/mentoring 3-5 students as a support initiative. We have consistently attempted to build a culture in the building where there are no invisible children and no invisible staff.

In 2018-2019 we will implement strategies such as Restorative Justice to aid in promoting equity and fairness for all students as well as examine the impact of TAC_D (Technical Assistance Center for Disproportionality) to ensure students are in school and not caught up in the suspension cycle. It is for this reason that the building of relationships will be so crucial in understanding why students engage in certain behaviors and or Root causes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, community and family outreach, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>Student conference with teachers on their work, goals and next steps to improve their overall academic successes. Receive progress reports to be used overtime. Students will receive self-reflection templates to assess their own work.</td>
</tr>
<tr>
<td>Departmental Team meetings on a weekly basis and within the PL calendar, for Mondays PD, focus on school-wide initiatives including looking at student work and behaviors impacting student growth.</td>
</tr>
<tr>
<td>Staff engage in a Team Building Retreat at Ramapo NY</td>
</tr>
<tr>
<td>Will focus on Team Building and relationship building with staff to turnkey to students. Will employ the strategies and techniques gained from Harvard University on Team Building.</td>
</tr>
<tr>
<td>Redefine the Ladder of Referral to ensure proper execution of behavior protocols by staff.</td>
</tr>
<tr>
<td>Students participate in SVC Training to develop ownership/leadership and promote student voice.</td>
</tr>
</tbody>
</table>
Special Education and ELLs will collaborate with General Education Teachers to provide support as well as the students. Collaboration of the ICT staff.

Parent Academy monthly meetings, curriculum night and community activities, to support the parents, all information will be shared to ensure parents are informed how they can support the school and children. Parents will be invited to attend PD sessions and to have conversations with the staff around classroom instructional strategies.

To provide additional training for staff members, we have employed the services of LDC for the ELA department, AP for All training for various staff members.

<table>
<thead>
<tr>
<th>Students</th>
<th>9/2018-6/2019</th>
<th>Staff, admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs, SWDs</td>
<td>9/2018-6/2019</td>
<td>Admin, Dept. Chairs</td>
</tr>
<tr>
<td>Select Staff</td>
<td>10/2018-6/2019</td>
<td>LDC staff, BFSC Math Specialist, AP for All</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

At the beginning of the year families will receive a Parent/Student handbook that will outline expectations, provide information on various aspects of SOP including homework help, contact information, upcoming PAC meeting dates, testing dates, holidays and the like that will be implemented and overseen by the Parent Coordinator.

Parents will be invited to come into the building and take classes in certain content areas during evening conferences to experience the classroom instructional setting and what their children experiences are on a daily basis. This will be implemented by the Department Heads and will occur Sept 2018 – May 2019.

We will continue to engage in monthly Parent Academy meetings with clear agendas communicated from the Instructional Leadership Team on a consistent basis. In order to address parent needs, will survey parents and perform a needs assessment as well as refer to the data from the NYC School Quality Guide, NYC Survey.

**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.
As a “Focus” school we have been given access to certain programs and or initiatives as support throughout the process. Based on assessing some of the programs and their effectiveness, we will streamline and use only one of those sources. In 2018 - 2019 the school will continue to provide support to students and teachers by focusing on strengthening units of study and providing additional supports needed for English language learners. We will continue the use of software programs (Ready Diagnostic materials) to support independent work sessions in Math and ELA.

The school will strategically set aside funding for intensified coursework, testing, assessments and the implementation of extended time and after-school programs. Further, students in need of recovery periods, participate in blended learning and extended day classes where some are utilizing technology based intervention such as ILearn, IReady and others with classroom teachers delivering instruction. Professional development will be provided to support the school’s ongoing instructional foci on our Best Practices using feedback and reflections to make adjustments moving forward. Administration will continue to adjust their schedules to align their work hours to the extended day schedules in order to lower the cost of per- session hours for work by administrators.

Other programs used to provide support across content areas and across grade levels include: PSAL, CHAMPS, Girl Be Heard, Usher’s New Look Leadership Program, Newspaper Club, Teen Innovators, Software Engineering Program, Debate Team, Chess in the schools and Student Government, 100 Schools Initiative, Big Brother SEL initiative, Youth Advisory Counsel and Cheerleading. Per- session activities (dates and duration to be determined) throughout the year based on the availability of funds, for small group tutoring of students. Consumables – professional and instructional materials, school day, after school, inquiry work, and extended day.

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| Tax Levy | Title I SWP | Title I TA | P/F Set-aside | 21st Century | C4E |
| Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | 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.

Danielson’s framework and instructional strategies/activities in staff inquiry teams that encompass the needs of student subgroups. Staff identifies student subgroups at content-area department and grade team level.

In monitoring the parent initiatives, attention will be on the attendance of (PTA, Parent Academy, Family Night, Parent Teacher Conferences and Student Performances), log of parents that enter the building on a day-to-day basis and continue to survey parents to determine parent interests.

Administrators and teacher teams will review the data from the Six-week assessment data, Scholarship report at the end of each marking period, review January Regents results, weekly progress reports from IReady, teacher-made assessments and MOSL results. All stakeholders will be engaged in weekly dialogue about student performance specifically addressing student growth, and areas requiring additional support while looking at student work products. Included in our data monitoring process, we will analyze the impact of student attendance, punctuality and behavior on student performance via the attendance and C.A.R.E. Team meetings.

Our mid-point progress monitoring activities will begin on February 1, 2018. Upon reviewing the data from the mid-point benchmark, the collective decision will be made to determine adjustments and or modifications to the entire action plan or sections. In doing so, all information will be shared with all stakeholders so all will be knowledgeable of our current standings, adaptations and or modifications.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- attendance/lateness, Regents, and NYS/NYC Assessment Exams.

**Part 5c.** In **February 2019**, 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. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the data reviewed from the 2017 – 2018 School Quality Guide and the NYC Survey, shows our results were above the citywide average in certain categories. In regards to Quality Review Indicator 4.2 as a school we are committed to continually working to improve the quality of team meetings and the impact on collaboration and improved student performance. We will monitor protocols to ensure coherence and effectiveness is evident in the vast majority of meetings. To maximize time and ensure all agenda/topics for discussion and or analysis are successfully completed, protocols and monitoring of the process to provide teacher feedback on their progress has to be consistent and across the board. Our task is to develop coherency in all of our departmental/grade teams to ensure that accurate and effective monitoring of student growth and the implications for instructional modifications are clearly transparent.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.
implementation of 6 six-week assessment cycles and provide effective feedback to students and improve teacher practice that will result in a 5% increase in student performance on the NYS assessments by June 2019.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>9/2018–6/2019</td>
<td>Principal, AP and Lead Teachers, Teachers</td>
</tr>
<tr>
<td>Staff</td>
<td>9/2017–6/2018</td>
<td>Admin, Lead Teacher, Harvard Participants</td>
</tr>
<tr>
<td>Students</td>
<td>9/2017–6/2018</td>
<td>Principal, AP and Lead Teachers, Teachers</td>
</tr>
</tbody>
</table>

#### Inter-visitations to share common practices by staff that has excelled in specific areas. Protocols will be put in place to govern and guide inter-visititation schedules.

Provide cycles of professional development around Teacher Teams utilizing strategies from Harvard University - Team Building.

Through collaborative planning, teachers will examine targeted groups for improve student performance where applicable. This would be inclusive of SWDs, ELLs and students that aren’t on target to graduate and border line test performers.

For Instructional Adjustments the teachers will collaboratively implement strategies to demonstrate mastery of how to use data to inform instruction and monitor student success. Inclusive will be:

- Six-week assessment Calendar
- Common Assessments
- Teacher Action plans
- Lesson Planning Collaboration
- Utilization of the Rigor Template
- Utilization of Meeting Protocol Templates
- Student Reflections template
To address the needs of the ELL population, the ELL teacher will attend professional development on areas specific to the ELL population and turnkey the information to all staff. In addition he/she will collaborate with other staff members during normal Monday professional development sessions to share and discuss strategies that will promote student growth.

SWD staff will engaged in system-wide professional development and external professional development designed for effective writing of IEPs and goals. Students will receive extended day classes where funding will allow and small group settings to ensure student support. ICT staff will service all ICT students and work in collaboration with content teachers to plan units and lessons, delivery of instruction and assessments. The same will apply to SETTS.

Provide parent workshops based on assessed needs and use strategies to ensure a welcoming environment. Parents will participate in workshops offered by college admissions officers regarding FASFA, grants and college expectations. During Family and Curriculum night the parents will be afforded the opportunity to engage in dialogue with teachers on the upcoming year curriculum and expectations. Parents will receive a working knowledge of how best to help their child while collaboratively partnering with the teachers.

| All Teachers | 9/2018-9/2019 | Principal, AP, Psychologist, CSD13, BFSC, Sped IEP staff |
| Sped, Ell Staff | 9/2018-5/2019 | BFSC, CSD# 13 Support, Admin, Sped Liaison |
| Parents, P/C | 9/2018-6/2018 | Administration, P/C, Teachers, CBO partner |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

### 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.

To implement this plan, we will continue professional development around Advance and the Danielson’s Framework. Planning and scheduling of our professional learning calendar to ensure clarity of purpose and preparation to provide opportunities for peer-to-peer and group collaboration on planning. Provide teachers with adequate tools to engage in productive meetings around data, student work and teacher practice. Most importantly the establishment of cohesive collaborative unit(s). Invite parents to visit and or participate in the professional development sessions.

Knowing the special education population consistently grows from year to year the teachers must receive the most up to date professional development around best practices to insure teacher development and collaboration with each department is consistent. Ensure that teachers have access to IEP’s of students they teach to better provide entry points and differentiated learning strategies.

In training, teachers often leave the building for outside workshops which puts a strain financially on the building in attempting to cover classes of absent teachers. Knowing how important the role of teacher preps play in planning, inter-visitations and or peer-to-peer collaborating, per-diem funding is a must to maintain standard operating
procedures and the consistency of instruction. Collaboration plays a key role in minimizing the interruption of instruction and therefore structures must be put into action.

There is a constant need for access to vendors that will provide meaningful workshops for parents, training sessions, opportunities for parent to get together, parent incentives and awards.

The school will strategically set aside funding for intensified coursework, testing, assessments and the implementation of extended time and after-school programs. Further, students in need of recovery periods, participate in blended learning and extended day classes where some are utilizing technology based intervention such as I-Learn, I-Ready and others with classroom teachers delivering instruction if per-session funding is available. Professional development is also provided to support the school’s ongoing instructional focus on what we consider to be our Best Practices. School leaders continue to adjust their schedules to align their work hours to the extended day schedules in order to lower the cost of per session hours for work by administrators. These strategic moves and decisions will allow the school to strategically allocate resources to fund a range of additional supports necessary for all students to succeed in producing high quality work and improvement of teacher practices, thus ensuring instructional goals and long-range plans are attained.

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 | | 21st Century | | C4E
| X | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | 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.

PTA meetings. We will have consistent monitoring throughout the year using Advance data, teacher scholarship data, targeted group data (ELL, SWD’s, ICT Data) and other forms of data that directly applies to this goal around improving teacher practice while increasing the degree of collaboration.

The time frame for monitoring our progress will go into effect February 1, 2019. At which point the collective decision will be determined as to adapt/modify our action plan accordingly.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

NYSED assessments, percent of inter-visitations and an assessment of student work products.

Part 5c. In February 2019, 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 5D – Framework for Great Schools Element – Effective School Leadership**: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

The Instructional Leadership Team, led by the school leaders and composed of all department heads, will collaboratively execute 6, six week cycles of inquiry, building the capacity of teachers within departments and teams. This will result in an increase of 5% in student performance on NYS assessments June 2019.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementations of templates and protocols for team meetings that will promote more accountability and shared leadership in an environment of collaboration towards school goals/leadership practice.</strong></td>
<td>9/2018 - 6/2019</td>
<td>Administration, Lead Teachers, Dept. Chairs</td>
</tr>
<tr>
<td><strong>We will engage in discussions around curricular, pedagogy and assessment practices across classrooms in our school that result in high levels of student thinking and participation to ensure coherence in the vast majority of the classrooms. Teachers will share roles to ensure leadership is sustained within the teams.</strong></td>
<td>9/2018 - 6/2019</td>
<td>Admin, Cabinet,</td>
</tr>
<tr>
<td><strong>Have staff that have shown a certain level of mastery in a particular area facilitate a professional development session demonstrating to their colleagues their mastery of pedagogical practices, meeting protocols and a clear understanding of how to move student growth via data analysis.</strong></td>
<td>9/2018 - 6/2019</td>
<td>Admin, Cabinet</td>
</tr>
<tr>
<td><strong>We will continue using Understanding by Design/ CCSS lesson planning template as a curricular planning model to ensure all components of a successful lesson are evident.</strong></td>
<td>9/2018 - 6/2019</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
After establishing protocol for looking at student work, teachers will engage in looking at the work to assess areas of need and the implication on instruction. Teachers will plan, have discussions around implementation, and share strategies with colleagues that have resulted in evidenced student growth.

IEP teacher engage in designing unit plans, lesson plans and writing effective IEPs that will afford all students growth opportunities and eventually move to a LRE.

If a student is in a self-contained setting, we provide services for that student and offer support, that student has the opportunity to move to an ICT or general Education with SETSS based on the recommendation of qualified staff.

Within the ELL population, trained staff will provide services for the students as well as turn-key strategies to other staff members to provide various entry points for students to be fully engaged.

During Parent Academy monthly meetings, all information on student progress will be shared via the meetings. Parents will be invited to attend some of the PD sessions to experience the learning strategies around shared leadership and to have conversations with the staff to obtain means of how to support their child. During each Parent Academy meeting, there will be a focus on an element of the Framework to insure parents fully understand the significance and the role they play to support the school, improve collaboration as well as develop stronger teams.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Team</th>
<th>Timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing protocol for looking at student work</td>
<td>Teachers</td>
<td>9/2018-6/2019</td>
<td>Admin, Lead Teacher</td>
</tr>
<tr>
<td>Designing unit plans, lesson plans and writing IEPs</td>
<td>Special Educ. Teachers, ELL Teachers</td>
<td>9/2018-6/2019</td>
<td>Administrators, Lead Teachers, teachers, BFSC Liaison, IEP Teacher</td>
</tr>
<tr>
<td>Providing services for students in self-contained settings</td>
<td>ELL Staff</td>
<td>9/2018-6/2019</td>
<td>Admin, ELL Teacher</td>
</tr>
<tr>
<td>Sharing student progress with parents</td>
<td>Parents</td>
<td>9/2018-6/2019</td>
<td>Parent Coordinator, Principal, AP's and PTA members</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

To ensure families understand Effective School Leadership, during the monthly Parent Academy meetings, administration will review results from the 2017 – 2018 School Quality guide. As modeled with other teams in the building, the structured templates will be demonstrated and the protocol for shared leadership during the meetings. Parents will receive the understanding of what everyone’s role and responsibilities entail in the school setting. It is important that the understanding of this Framework component is achieved with the parents so they too can become leaders in the community.

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.

Weekly meetings in the fall 2018 - 2019 with the administrative team and the Cabinet to continue conversations around the implementation of initiatives, monitoring effectiveness and reflecting as we move forward to ensure that we reach our goal. Leaders will actively engage in professional development offered by the CSD13 support staff and BFSC where applicable. Additionally, we will focus on the data received from the 2017-2018 school year around leadership.

There will be a need to continuously develop leaders in the building with a sense of purpose, motivation and a strong sense of commitment to see students succeed. As a result, where applicable, funds may need to be allocated for workshop cost, vendors, training to increase our percentage towards attaining this goal.

Published materials from ASCD for printed materials to be used in book studies, case studies around leadership and its development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
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</thead>
<tbody>
<tr>
<td>X</td>
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</tr>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
</tr>
</tbody>
</table>

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.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

NYC School Survey Measures a 3.80 showing a plus 4 percent as compared to the borough wide average. Encouraging parental involvement and increasing parent-school relationships through multiple avenues, including phone calls to parents, asking parents to attend PTA/school-based parent academy meetings, classroom visitations, volunteering and the involvement of the parent coordinator, teacher communications are all vital in establishing strong relationships to the community. To increase parent school relationships through collaborative use of technology via Teacher Ease, Remind.com and the standard meetings, emails, mailing, backpacking, and other sources. Our technology which affords parents an opportunity to communicate with teachers and to access immediate achievement information per individual class teachers is a need that we will continue to develop and monitoring over time for our desired goal.

We must facilitate more awards programs to recognize parents for their support and during performances take the liberty to speak to all parents with updates which can happen during the day and evening.

Continue to focus around having more parents meeting with teachers on Tuesday as per the UFT contract and assessing parent needs as well as the student. Monitoring of this process and providing support for the staff on strategies to improve conversation between teachers and parents to the purpose improving student outcomes is evident.
### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase parent and family engagement by 5% all teacher-parent communications will be logged, parent attendance at conferences, meetings, performances and the analysis of the NYS Learning Environment Survey by June 2019.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>9/2018–6/2019</td>
<td>Principal, AP's, Parent Coordinator, Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>9/2018–6/2019</td>
<td>Principal, AP's, Parent Coordinator, Teachers, Data Specialist</td>
</tr>
<tr>
<td>Parents, Teachers</td>
<td>9/2018–6/2019</td>
<td>Principal, APs, P/C, Technology Specialist</td>
</tr>
<tr>
<td>Parents, students</td>
<td>9/2018–6/2019</td>
<td>PTA, Staff, Administrator</td>
</tr>
</tbody>
</table>

- Provide parent activities at various times, AM/PM workshops to meet the needs of parents (using our community service students as child care providers where needed)
- Back pack information, posting in the “digital Locker” of Teacher Ease, posted on Mckinneyssa.com, Instagram and Facebook.com
- Provide ongoing training and assistance in the use of Teacher Ease as well as advertise events on McKinney’s web page, Twitter and Facebook so that all stakeholders have another vehicle for student/parent activities, updated information.

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>9/2018–6/2019</td>
<td>Principal, AP's, Parent Coordinator, Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>9/2018–6/2019</td>
<td>Principal, AP's, Parent Coordinator, Teachers, Data Specialist</td>
</tr>
<tr>
<td>Parents, Teachers</td>
<td>9/2018–6/2019</td>
<td>Principal, APs, P/C, Technology Specialist</td>
</tr>
<tr>
<td>Parents, students</td>
<td>9/2018–6/2019</td>
<td>PTA, Staff, Administrator</td>
</tr>
</tbody>
</table>

- Parents are encouraged to become trained school volunteers. Parents/students are provided on-going written progress reports the third week of each marking period. Parent meetings are scheduled on Tuesday as per UFT contract.
- Instituted Remind.com for parents that do not possess a computer. Parents can receive on the spot notifications and updates via text messaging.
- We have initiated via the CAASS system texting information that automatically go to the parents as to the time their child arrives to school.
- To increase parent engagement, we have planned parent/student outings for the purpose of team building and community awareness. e.g. Camp Ramapo, Washington, D.C. and others.

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
**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.

Funding to improve our entry and exit system (CASS) that automatically inform parents by sending an email and text so parents can rest assured of the time of arrival of their child getting to school.

Access to a computer lab for parent training and basic computer literacy. (Surveys, computer skills, Teacher Ease).

To ensure that parents are afforded the necessary training and workshops, per-session has been allocated to pay teachers for parent workshop sessions, extended day activities and consumable items in support of this goal.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</td>
<td>Tax Levy</td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>Other</td>
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</table>

**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.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

**Part 5c.** In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams.</td>
<td>College/Career Readiness, ILearn, I-Ready, and MyOn Digital vocabulary software.</td>
<td>AIS intervention. <strong>HS</strong> students involved in AP for Allcourses through small group and tutoring.</td>
<td>MS after school 4 hrs per week. <strong>HS</strong> after school 2 days per week for 1.8 hrs.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams.</td>
<td>ILearn, I-Ready, computer based websites to supplement instruction.</td>
<td>students receive small group and one-to-one tutoring. CUNY tutors assisting with 9th graders</td>
<td><strong>HS</strong> after school 2 days per week for 1.8 hrs.</td>
</tr>
<tr>
<td>Science</td>
<td>Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams.</td>
<td>ILearn, I-Ready, Smart Science,</td>
<td>ELA and Math enrichment activities where the curriculum supports content science topics</td>
<td><strong>HS</strong> after school 2 days per week for 1.8 hrs.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students performing below level 3 in Middle school and students not reaching 80% on state Regents exams.</td>
<td>ILearn, I-Ready, Interdisciplinary projects that supports the arts and social studies. Computer based websites for supplemental prep</td>
<td><strong>MS</strong> social studies support across contents inclusive of Humanities classes and in ELA and Math AIS</td>
<td><strong>HS</strong> during the school day and after school 2 days per week for 1.5 hrs.</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>BIP plans to address student behavior as noted in the IEPs.</td>
<td>Social workers and service providers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

STH students, provisions are made to ensure that each student has an abundance of school supplies including uniforms and admission to various events that supplement their education. Guidance counselors are aware of the STH population for counseling purposes and the parent coordinator for the purpose of reaching out and assuring parents that we are there to support them and their children while engaging in the educational experience.

Students are provided additional counseling where applicable to aid students in adjusting to changes in their life style whether socially or emotionally. Students are afforded the opportunity to express their concerns in a confidential and non-threatening manner.

Teachers will be informed (confidentially) of who these students are so they too can have a better understanding of what the students are facing and what approaches they can take to assist the students effectively in the classroom and as a caring adult.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

BFSC, Teacher Finder and the excess pool will be considered in 2017-18 should the need arise. Our hiring committee of teachers is the first contact during interviewing to ensure that the proper chemistry for collaborative work is achieved. Final decisions are made by the administrative team after consulting with the hiring committee which also consist of feedback from the students that are engaged in the demo lesson. Specific designed questions are posed to the students for honest and responses. To retain our teachers, we ensure that all teachers continually receive high quality professional development around assessed needs, and feedback from observation and inter-visitations. This will allow teachers to continue to improve, contribute to the learning community and be a catalyst for student growth. Teachers are given a voice and are empowered to be part of the decision-making process. We provide continuous surveys, along with feedback from observations to determine teacher strengths and challenges that play a very important role in designing professional development, consequently this provides us with a focus for our professional development cycles to ensure we address all needs.

2b. High Quality and Ongoing Professional Development

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

To date all of our teachers are certified and over 95% are high qualified (Beds report). In a newly established relationship with Berkeley College, teachers will receive training and support to teach specific college courses at McKinney enabling student to take part in the college experience. Our teachers are involved in various aspects of professional support with Teacher’s College, Urban Advantage (Science Training), BFSC around ELA, Generation Ready, Software Engineering Program, Algebra For All, AP for All and our continued AVID strategies.

Professional development is an ongoing process provided by the Administrators, Lead Teachers, CSD #13 and BFSC. In developing a culture of collaboration teachers are surveyed for strengths and weaknesses providing insight in planning our yearly professional development calendar. Our staff is regularly engaged in Lab-Sites, School Time Lab that focuses on College and Career Readiness and partnering with Brooklyn Navy Yard. All of the supportive professional development follows the same standards and guidelines for NYC and NYS. Our PD for staff consists of continuous and ongoing training for our systemic programs that support the common core initiatives across content areas.
Contribution made by the Hope Foundation (Failure is not an Option), College Board (AP courses) and trained AVID staff members even though funding does permit us to continue with memberships and dues, the strategies have helped to support teacher mastery of certain strategies.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During pd sessions teachers are surveyed at the beginning of the year during the time of June/August Regents and NYS ELA & Math Item analysis. At such time teachers provide feedback and reflections on their ability to analyze with efficiency and lesson and units of study. In working towards a culture of data, collaboratively we established protocols to examine assessment data from various sources including teacher made assessments, a six-week cycle of assessment around specific standards to determine instructional shifts for the next six-week cycle. Based on the needs of the students and teachers, we map out a series of workshops for both the middle school and high school staff to address teacher needs ranging from instructional strategies, inter-visitiation feedback cycles. Such decisions require input and buy-in from all stakeholders to effectively yield the expected results towards achieving the school goals.

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 codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$270,867.00</td>
<td>x</td>
<td>N/A</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979.00</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$91,727.00</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,150,331.00</td>
<td>x</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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/SCFP.

• **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 and Family Engagement 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>13K265</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Susan S. McKinney Secondary School of The Arts</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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

### Parental Involvement and School Quality

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 Every Student Succeeds Act (ESSA);

- 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.

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

13K265, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

*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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*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;

### I. School Responsibilities: Providing General Support to Parents

*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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs

### II. Parent/Guardian Responsibilities

*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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>13</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>265</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Dr. Susan S. McKinney Sec. Sch. of Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Michael Walker</th>
<th>Assistant Principal</th>
<th>Karen Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Lynda Duhaney</td>
<td>School Counselor</td>
<td>Donna Sealy</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Najuma Russell/Science/Spe. Ed</td>
<td>Parent</td>
<td>Shatarra Sutherland</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Patricia Edwards / ELA</td>
<td>Parent Coordinator</td>
<td>Carmen Vargas</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td></td>
<td>Field Support Center Staff Member</td>
<td>Ubulvala</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Barbara Freeman</td>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

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 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 special education teachers with bilingual extensions | 0 |
**D. Student Demographics**

| Total number of students in school (excluding pre-K) | 407 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 4.67% |

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>3</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Dual language program (DL)</th>
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<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td></td>
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<thead>
<tr>
<th>Program</th>
<th>Freestanding ENL</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td></td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<tbody>
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<tr>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   N/A

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Success of the ELL program at McKinney is measured by how well students integrate into the school community and success in meeting their academic goals as determined by ongoing assessments. Students are held to the same high standards as their English speaking peers with the expectation that they will rise with support to meet and overcome challenges as they prepare for a successful future. We plan to make sure students show growth in English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT and other yearly assessment. Analysis of the NYSESLAT display students being strong in various areas but need continuous development in others. Our overall school focus for 2015-2016 should provide students with the necessary practice, remediation and assessments necessary for success. Teachers will engage in more professional development to address the needs of the ELL population.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.

N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

Review of the NYSESLAT data shows that overall students' scored well in the speaking section of the exam across grades. One 11th grade student scored well on the speaking, listening and reading sections but did not on the writing. One 10th grade students' overall level changed from Beginning to Intermediate while many of the other student levels remained constant. One 9th grade student scored well on the Speaking, Listening and writing but fell short in the reading comprehension. Students showed an overall increase of 62% in combined total scores from the different modalities. One 11th grade moved from Advance in 2013 to Intermediate in 2014.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

The Push-In model is the preferred mode of operation for ESL in both the middle and high school. The ESL teacher collaborates with content area teacher(s) to support student development. Classes travel together by grade in the middle school and by sections in the high school. Within the classes students are grouped heterogeneously and other mandates (SETSS, ICT). This allows students the opportunity to learn with and from their peers in small group settings who are at different levels of language proficiency. Students from the same language group are paired to allow for use of the native language for explicit explanations as needed.

   b. TBE program. If applicable.

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   ELA instruction is provided by a certified ELA teacher and students receive 8 to 10 periods of English weekly. The ESL teacher schedules the ELLs for ESL instruction according to the state mandates: 360 min for Beginning and Intermediate Levels in Middle School; 540 min in the High School; 360 min for Intermediate Level in High School and 180 min for Advanced Level in Middle and High School also 90 minute in HS and MS Proficient students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Content area classes are taught in English. Students travel together as classes for English Language Arts, Math, Social Studies/History and Science. Teachers differentiate instruction for mixed-ability levels by using any number of differentiating techniques such as: Pre-assessing students informally to determine their level of understanding and ability to use academic language as well as familiarity with content specific ideas. Teachers make accommodations for various student needs by using reading buddies, graphic organizers study guides and online applications. When necessary teachers will provide students with additional texts to clarify the basic concepts of a lesson, and teachers provide opportunities for students to participate in problem solving activities that allow them to think critically and creatively. In alignment with Common Core students are encouraged in groups to participate in group discussion on a continuous basis in order to become proficient in speaking.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   The content teachers as well as the ELL teacher will assess the students throughout the year in order to determine instructional modifications and or additional support the student may require. Inclusive there will be online software applications that will provide the necessary diagnostics to reveal student current level of growth and or areas of additional support.

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

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

Newcomer ELLs in an English language school system less than 3 years are scheduled for mandated minutes of ESL. Students participate in mainstream classes. Lessons are taught incorporating ESL strategies and differentiated instruction. Standards-based content lessons incorporating authentic literature and writing allow for the participation of all students. Teachers pay attention to scaffolding learning in order to provide different entry points and supports for ELLs. Bilingual glossaries are provided for use in classes and at home. Students are provided with AIS outside of the regular school day schedule.
ELLs in an English language school for 4-6 years are scheduled for the New York State mandated minutes of ESL/ELA based on student proficiency levels. Students participate in content area classes where teachers regularly infuse ESL strategies to differentiate instruction so that all students can participate while developing their English language skills. Bilingual glossaries are provided for use in class and at home. Students are provided with AIS outside of the regular school day schedule.

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

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

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

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

Scaffolding strategies used include Bridging to activate students prior knowledge of topics and personal links to new topics as they are introduced. Schema building by use of advance organizers in preparation for new learning experiences also gives students the opportunity to connect and invest in learning new material. To support ELLs language development new concepts and language are made clear by Contextualizing by use of realia, manipulatives, graphic representation and visual analogies that are familiar to the students. Teachers provide Models of how to proceed to complete assignments as well as models of products by providing examples of end products. The Text Re-presentation strategy gives students an opportunity to interact with and respond to listening and reading of complex texts by allowing them to transfer what they have learned into a different genre. Use of Rubrics allow for metacognitive planning and reflection on assignments.

ELLs have equal access to all programs and materials available at the school that are both appropriate as well as offer them instructional challenge to strive forward.

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

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

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

Students of all levels are involved with MSQI and or Technology. Various teachers and Paraprofessionals are available to provide native language support in Spanish to students in literature and technology. Intervention programs are conducted in English. All ELL subgroups are involved in the intervention programs for ELA and Math. The MSQI literacy program is designed to improve reading across the content areas; increase stamina and improve close
reading of texts as well as increase academic vocabulary and writing. The Engage NY math initiative uses the Connected Math Program which allow progress based upon the needs of the child. IREADY is an interactive differentiated program that allows students to progress as they demonstrate mastery of concepts and skills as well as provide teachers with ongoing data to determine gaps, strengths and areas of focus.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? In the coming school year the Common Core Standards will be addressed via MSQI. Students are provided with multiple entry points across content areas to learn and interact with academic vocabulary and writing initiatives. They have opportunities to see the same vocabulary used in various subjects. Students across content areas will be exposed to higher level questioning strategies to gauge student understanding and or their lack of. Via use of the Depth of Knowledge wheel prompts students will be engaged in class debates, small group discussions increasing their communication and verbal skills. To build student stamina, students will have increased time built into their schedules for reading independently. This enables teachers to conduct small group strategy lessons and to access students understanding by conferring with them.

10. If you had a bilingual program, what was the reason you closed it? Read 180 due to funding allocations not sufficient to maintain the program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Extended day is offered to all students in the areas of Math and Science. AIS services supports the targeted content areas during the day and in after school for both the MS and HS. For the high school students also have preparation classes for both the regents and AP courses provided by staff. Students are also afforded the opportunity to participate in testing simulations to arrive at weaknesses and or strengths that serve as means for instructional modifications.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Grade-level materials and ESL Scaffolding strategies to support ELLs access to academic content and English language development include: New York Science by National Geographic; Prentice Hall Literature; Avencemos I; Common Core Code X by Scholastic. The technology component provides supplemental group and individual learning experiences. Technology - All students have access to IReady, ILearn along with hands on learning of math concepts through Robotics.

Materials that address content and language development of ELLs include Scott Foresman ESL (Grades 6, 7 + 8.); Step-By-Step Writing A Standards Based Approach Book 1; English is Fun An ESOL Program for Beginners; Getting Ready for NYSESLAT (6,7,8,9-12); and Very Easy True Stories. Students are provided with word to word glossaries for use in content area classes and to assist them during exams.

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13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? Native language support is provided by use of student dictionarie,glossaries and various online applications. Students are paired with a same language partner when possible in classroom settings.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. All students are exposed to grade appropriate curriculum in the content areas classes. Students are provided with a variety of learning strategies to allow access to the materials on their learning and language developmental levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? Grade-level materials and ESL Scaffolding strategies to support ELLs access to academic content and English language development include: New York Science by National Geographic; Prentice Hall Literature; Avencemos I; Common Core Code X by Scholastic. The technology component provides supplemental group and individual learning experiences. Technology -All students have access to IReady, ILearn along with hands on learning of math concepts through Robotics.

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16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are invited to Student Orientation sessions prior to the beginning of the school year. Parent Open House meetings are held during the school year. As new students come in during the school year they are also paired with a peer to help them acclimate to the new school environment.

17. What language electives are offered to ELLs?

Currently there are no electives that are offered to ELLs. However, in High school students are required to take 2 years of Spanish. This also give support to students learning the necessary grammar and approached to writing in Spanish native languages.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A
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 and non-pedagogic staff.) 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? All teachers will be encouraged to attend professional development to better provide services to the ELL population. Teachers will be afforded the opportunity to obtain dual license and services provided by TESOL. In working with the support of Brooklyn North, teachers will be sent to professional development series to acquire latest best practices for working with ELLs in their specific content areas. In addition, they will provide training to the staff in support of the ELLs during Monday PD sessions.

2. 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. Staff members are provided with the necessary language information regarding ELL students as they transition from one grade level to the next. This is accomplished via conferencing between content area teachers and the ESL teacher. As needed teachers conference and share plans to differentiate lessons for ELLs. Designated PD Mondays will be given to training teachers in the best practices around the ELL population. In addition to working with our BFSC we will send teachers for workshops they may provide to ensure that the staff engages all ELLs in their lessons and in planning.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences? All parents are invited to monthly Parent Academy meetings where there is also a segment devoted to instructional and program concerns. In arranging meetings, if we cannot address sufficiently the language of the parent we will secure a translator to ensure that communication is clear and concise.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at McKinney is an ongoing process that occurs throughout the year. Parents work with teachers and administrators to organize and run school activities by their participation on the School Leadership Team. All ELL parents are encouraged to attend.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Michael Walker, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** Dr. Susan S. McKinney Sec. Sch  
**School DBN:** 13k265

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Michael Walker</td>
<td>Principal</td>
<td></td>
<td>9/28/15</td>
</tr>
<tr>
<td>Karen Best</td>
<td>Assistant Principal</td>
<td></td>
<td>9/28/15</td>
</tr>
<tr>
<td>Carmen Vargas</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/28/15</td>
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<td>Vacancy</td>
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<tr>
<td>Najuma Russell</td>
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</tr>
<tr>
<td>Antonio Carrion</td>
<td>Coach</td>
<td></td>
<td>9/28/15</td>
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<tr>
<td>Donna Sealy</td>
<td>School Counselor</td>
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<td>9/28/15</td>
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<td></td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Vargas)</td>
<td>Carmen</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.8% of our students primary language is English. Other indicated languages are French-Creole, Bangali, Falani and Arabic which is less than 1% in total. All services are rendered by use of the Interpretation and Translation Unit with the exception of where cases can be handled in-house.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral interpretation for Spanish speaking parents will be provided by Department of Education and staff on-site. Oral interpretation services for parents who speak any of the other covered languages will be handled either on-site or over-the phone by personnel from the Translation and Interpretation Unit. For materials provided by the Department of Education, parents are instructed to visit the DOE home page for the appropriate language. Other items such as Handbooks are provided to parents at the beginning of the year as well as monthly calendars. Information is pulled down from the DOE web site and is given to students to backpack home.</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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</table>

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

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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