2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R600
School Name: RALPH R. MCKEE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
Principal: SHARON ALICIA HENRY
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Ralph R. McKee CTE High School</th>
<th>School Number (DBN):</th>
<th>31R600</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>31R600</td>
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<tr>
<td>Grades Served:</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>290 St. Marks Place, Staten Island, NY 10301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-420-2600</td>
<td>Fax: 718-981-8776</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Sharon A. Henry</td>
<td>Email Address: <a href="mailto:Shenry2@schools.nyc.gov">Shenry2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Sharon A. Henry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Frank Marelli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Alexandria Lighty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Frank Marelli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>DarlineWoodhouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Michael Duffy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
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</tr>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>31</th>
<th>Superintendent:</th>
<th>VincenzaGallasio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>715 Ocean Terrace, Building A, Room 129, Staten Island, NY 10301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:vgallass@schools.nyc.gov">vgallass@schools.nyc.gov</a></td>
<td></td>
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</tr>
<tr>
<td>Phone Number:</td>
<td>718-420-5690</td>
<td>Fax: 718-258-9283</td>
<td></td>
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</tbody>
</table>

### Field Support Center (FSC)
FSC: District 31

Executive Director: Kevin Moran

Executive Director’s Office Address: NYCDOE, 52 Chambers Street, New York, NY 10007

Executive Director’s Email Address: kmoran2@schools.nyc.gov

Phone Number: 212-374-4254

Fax: 212-374-5585
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) 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](https://www2.nycdoe.gov/nycdoe/regs/chlreg/655), available on the [New York City Department of Education (NYCDOE)](https://www.nycdoe.gov) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon A. Henry</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Frank Marelli</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Alexandria Lighty</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>Darline Woodhouse</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Makhi Whatley</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Michael Duffy</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Lisa Solomon</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Camacho</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tina Colucci</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dennis O'Connell</td>
<td>Member/UFT Teacher</td>
<td></td>
</tr>
<tr>
<td>Christopher White</td>
<td>Member/ UFT Teacher</td>
<td></td>
</tr>
<tr>
<td>David Sarno</td>
<td>Member/ UFT Teacher</td>
<td></td>
</tr>
<tr>
<td>Rachael Estephian</td>
<td>Member/ UFT Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Signature (Blue Ink)

|                      | *Signature* (Blue Ink) |
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development 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 is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### 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. |

### The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 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. **Systems 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 CEP, 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 CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** 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 6:** 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: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of McKee is to prepare our students to face and address the increasingly demanding technological, environmental, and energy challenges of the 21st century. Members of the school community will achieve this mission by supporting our students to develop and refine the critical thinking, communication, scientific reasoning and collaborative problem-solving skills necessary to succeed in college and the workforce.</td>
</tr>
</tbody>
</table>

In order to meet the challenges of a global community, we seek to increase equity, inclusion, and digital citizenship. This will be accomplished in several ways. Members of the school community will attend professional development.
sessions, and turnkey practices aligned with research based strategies from Advancement Via Individual Determination (AVID) via subject area learning teams; McKee Informational Technology (MITS) team members, and teacher leaders. We will share best practices of actively using technology and customizing methodologies to meet student learning needs.

We at McKee will leverage organizational through such supports as the School Leadership team, the professional capacity of teachers, and staff, family engagement, and through the effective administrative and operations of the school. We, as members of the school community, will model the desired behavior of promoting equity and cultural responsiveness, subjecting every part of the school environment to improvement, as we strive to remain true to the school's vision of striving to provide wrap around services to support student achievement in college, career or life.

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.

As the only Career and Technical Education (CTE) school on Staten Island, Ralph R. McKee High School features three trade programs: Automotive Technology, Carpentry, and Electrical Installation. The school also features four technical programs: Graphic Arts, Pre-Engineering-AutoCAD, Virtual Enterprise, and Software Engineering Program. All students, grades 9 through 12, starting in SY 18-19, select and are scheduled into one of the following seven career and technical education programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Details</th>
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<tbody>
<tr>
<td>Automotive Technician/Diagnostician</td>
<td>McKee’s State approved Automotive Program follows the National Automotive Technicians Education Foundation (N.A.T.E.F.) / Automotive Service Excellence (ASE) Standards. Students will gain the knowledge and skills to become an automotive technician and diagnostician. The program involves students becoming skilled on electronic systems; adept at computer skills to diagnose and analyze the performance of a modern vehicle.</td>
</tr>
<tr>
<td>Carpentry/Construction Institute</td>
<td>The Carpentry/Construction Technology Institute at McKee High School is designed to give each student an opportunity to learn about the construction industry. Graduates of Construction Technology are eligible for employment and post secondary opportunities through our established partnerships with the New York City MTA and Construction Skills 2010. Each student is instructed in the areas of blueprint reading, carpentry, masonry, basic electricity, drafting and alternative energy.</td>
</tr>
<tr>
<td>Electrical Engineering and Installation</td>
<td>The Electrical Engineering and Installation Program prepares students in AC/DC circuit analysis, soldering, wiring of various circuits, residential wiring, commercial wiring and motor controls. The course of study proceeds from the wiring of simple circuits, low voltage circuits to the study of sophisticated control systems. The program prepares students with the skills necessary to enter industry directly or to enter college to pursue other electrical careers, such as electrical engineering.</td>
</tr>
<tr>
<td>Graphic Arts Advertising Program</td>
<td>The Graph Arts Advertising Program at McKee High School gives students the preparation for art and media design careers using digital technology – courses blend art, computers and journalism; Students will learn the Adobe Creative Suite (Photoshop, Illustrator, InDesign,</td>
</tr>
</tbody>
</table>
etc.), animation, and video/audio editing. Students participate in internships and are prepared for advanced study and work in the field of graphic design.

Pre-Engineering-Architectural Drafting

The Pre-Engineering Computer Aided Drafting Program at McKee High School is designed to prepare students for post secondary opportunities that can lead to future employment as a draft-person, architect, mechanical and electrical engineer as well as other design-related opportunities. Students learn design as well as complete projects on software’s such as AutoCAD & Revit. Graduates of this program have attended such schools as New York University, Rochester Institute of Design, Stevens Institute, and Pratt to further their studies.

Software Engineering

The Software Engineering program (SEP) will give students training and experience in coding. The SEP core topics are Python, Scratch, HTML, CSS, processing, and JAVA. Additional programming electronics and robotics skills are learned with Arduino, and LEGO robotics. Within robotics, students learn LEGO Mindstorms, EV3, and digital fabrication. Within 3-D printing using Makerbot, students learn Flash, animation, and Action Script.

Virtual Enterprise (Digital E-Commerce)

With an emphasis on college and career readiness, VE is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship with a concentration on marketing, global business, problem solving, communication, personal finance and technology. Under the guidance of a teacher-facilitator and business mentors, students create and manage their virtual businesses from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. We transform the classroom into a working office. The simulated business replicates not only the functions of a real business but its demands as well. It is a combination of hard and soft skills needed to be successful in an career path.

McKee also offers an extensive Work Based Learning - College and Career Exploration (WBL) sequence featuring career talks, job shadowing, career & college fairs as well as internships. The Special education students are integrated into all of the CTE programs and are eligible for internships if they perform to the specifications as outlined by the McKee instructor and the needs of the business.

Given the breadth and range of the course of study within each of the seven CTE areas, we at McKee feel every youngster will select a program that will allow them to reach them to their potential.
McKee has a partnership with over 14 local businesses on Staten Island to support students developing their “employability” skills by participating in internships. The internships are through the Work Based Learning Initiative sponsored by the New York City Department of Education:

Ralph R. McKee Career and Technical Education High School (McKee) has a partnership with the following organizations to support college and career readiness: Advancement Via Individual Determination (AVID), 30,000 Degrees, St. John’s University (Staten Island Campus), New York Center for Interpersonal Development (NYCID), United Activities Unlimited, Peer Group Connection (PGC), Algebra for All, AP for All, College Access For All (CA4A), and CSI Liberty Partnership. McKee High School worked collaboratively with the following entities.

1) Path training sessions that are part of Advancement of Individual Determination (AVID).

2) Advance Placement for All, we added a new test in 2017-2018: AP for United States History. We are working on the curriculum to add AP Capstone in school year 2019-2020.

3) In College Access for All (CA4A), we infused college and career readiness content and principles starting in the 9th grade. We also provided support to the seniors with senior Guidance Counselor, Brianne Hannafey, expanding the range of applications and scholarship awareness.

4) We used the services of the Community Based Organization, New York Center for Interpersonal Development (NYCID) to provide tutoring and extracurricular activities of the our students. Additionally, NYCID is the organization that provides workshops to enhance the capabilities of our peer mediators.

6) We also developed a relationship with United Activities Unlimited (UAU) and Summer Youth Employment Program (SYEP). There were several tiers of involvement: a) The academic/scholastic mentoring program; b) the summer job placement; c) training by a UAU facilitator on the school site that worked with student to be prepared for a career/internship/apprenticeship program.

7) We established Peer Group Connection (PGC) mentoring group and received training from that organization to insure that our teachers worked closely with a core group of seniors to push in to mentor at-risk freshman students through the physical education class.

8) There are after school opportunities for students to be mentored in the career of Police Department and Fire Department through the Explorer’s Programs.

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

**Student Demographics:**

Our current student population is comprised of 6% Asian, 29% Black, 43% Hispanic, 20% White, 5% English Language Learners and 29% of Students With Special Needs. As 29% have I.E.P.’s with varying levels of support services. We offer SETSS, ICT, ASD, ACES, Self- contained classes and other personalized supports. As seen below, the SWD population achieves at a level of almost double the NYS cut point for this sub group. The instruction, in particular, our school-wide literacy/writing program, has supported the improved student outcomes for this population.

**Data Analysis:**

NYS data indicates for ELA, all groups made AYP.

NYS data indicates that for Math, all groups made AYP

NYS data indicates that for Graduate Rate, all accountability groups made AYP except for one percent
<table>
<thead>
<tr>
<th>Course Name</th>
<th># of Students taking January 2017 and June 2017 Regents</th>
<th># of Students Passing January 2017 and June 2017 Regents</th>
<th># of Students taking January and June 2017 Regents % Passing</th>
<th># of Students Taking January 2018 and June 2018 Regents</th>
<th># of Students Passing January 2018 and June 2018 Regents % Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>191</td>
<td>148</td>
<td>77%</td>
<td>172</td>
<td>125</td>
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<tr>
<td>Global History</td>
<td>257</td>
<td>96</td>
<td>37%</td>
<td>274</td>
<td>148</td>
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<tr>
<td>US History</td>
<td>154</td>
<td>107</td>
<td>69%</td>
<td>148</td>
<td>105</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>314</td>
<td>206</td>
<td>65%</td>
<td>265</td>
<td>155</td>
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<tr>
<td>Geometry</td>
<td>202</td>
<td>94</td>
<td>46%</td>
<td>257</td>
<td>126</td>
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<tr>
<td>Algebra 2</td>
<td>87</td>
<td>36</td>
<td>41%</td>
<td>80</td>
<td>59</td>
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<tr>
<td>Living Environment</td>
<td>306</td>
<td>156</td>
<td>50%</td>
<td>301</td>
<td>139</td>
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<tr>
<td>Earth Science</td>
<td>139</td>
<td>61</td>
<td>43%</td>
<td>190</td>
<td>106</td>
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<tr>
<td>Chemistry</td>
<td>7</td>
<td>3</td>
<td>42%</td>
<td>13</td>
<td>12</td>
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</tbody>
</table>

**STRENGTHS:**

1) The strength of the Humanities department relative to rigorous instruction is found in the teacher team work, videos and student learning outcomes and data. For Global History the passing rate for the administration of the regents in January and June 2018 (SY 17-18) was 54% which is up 17% from SY 2016-2017. For US History there is a 70% pass rate that is up 1% from SY 2016-2017.

2) The strength of the Math Department is in their intensive, paired team work for horizontal and vertical alignment in lesson planning. They used data-informed decision making to customize the initiative for the Department of Education and New York State so that it becomes leverage point to move student learning. For Geometry there is a 49% passing rate that is up 3% from SY 2016-2017. For Algebra 2 there is a 73% passing rate that is up 31% from SY 2016-2017.

3) The strength of the Science Department is in adapting the literacy strategies that are turnkeyed by the Humanities Department. Through the teacher team work of data analysis and pattern analysis of the regents, the teachers continue to evolve in folding in the Advancement Via Individual Determination (AVID) methodologies to address student outcomes. For Earth Science there is a 55% passing rate that is up 12% from SY 2016-2017. For Chemistry, there is a 92% passing rate that is up 50% from SY 2016-2017.

**SPECIFIC NEEDS:**

1) 29% of our student population is comprised of students with IEPs. We serve students who have been classified as having emotional behavioral disabilities, learning disabilities, and intellectual delays. Students receive support based on their needs as stated in the IEPs, which may include counseling, reading, and speech services.
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.

Framework for Great Schools:

In addressing the elements of the Framework for Great Schools, data from the Quality Review, NYC School Survey, and PPR visits, the strengths and accomplishments of the Ralph R. McKee Career and Technical Education High School community

School Quality Snapshot - in 2016-2017 indicates that according to the Framework for Great Schools Elements McKee is rated "meeting" in the following areas: Effective School Leadership, Collaborative Teachers, Strong Family-Community Ties, and Trust. The school is rated "approaching" in Rigorous Instruction, and Supportive Environment.

- **Rigorous Instruction**: Despite significant strides in the quality of instruction as evidenced by 95% of the teachers being rated effective or higher in ADVANCE, performance data on six out of the nine Regents exams, increased number of students sitting for and completing the exam, improvement across all subject areas in multiple choice responses, Rigor, as mentioned in the Framework, continues to be a priority when formulating our plans for 2018-2019. One goal for this year is to demonstrate student proficiency in processing and communicating ideas effectively verbally and in writing. This will be addressed through the continued adoption and implementation of expository and argumentative writing, close reading and analysis, discussion protocols from AVID methodologies; and numeracy strategies from Algebra 4 All and ENGAGE NY.

- **Supportive Environment and Trust**: We, at McKee realize that without positive staff to student relationships with students, we would not be able to accomplish our goals. We are focusing on the elements of Supportive Environment and Trust by looking at measures to improve Teacher to Student Relationships. We will increase the level of active participation from students through targeted advisory groups meeting with supervisors; and monthly meetings with the student government council. NYC School Survey results will increase positive student responses from 66 percent to 68 percent.

- **Collaborative Teachers**: At R600, the professional learning and collaboration of teachers based upon building efficacy for teachers through building capacity for teacher leadership and adult learning. Teacher teams meet weekly with co-planning teams independently meeting during the week. All will work towards our instructional focus around student engagement. In our first year of implementing a teacher leadership model, an in-classroom teacher will lead peers in the 2018-2019 in Humanities and Science. The teacher leader will be provided with opportunities to strengthen and deepen the instructional direction of the school.

- **Effective School Leadership**: Effective school leadership is essential in the successful development of an organization. All members of our school are welcomed, valued, and respected to enhance the sense of inclusiveness, provide social/emotional support, and create the sense of connection to the school. The Administration maintains an open-door policy with students, staff members, and families.

- **Strong Family Community Ties**: Our on-line grade book allows parents to follow their child’s progress on Pupil Path, both academically as well as their attendance. The use of School Messenger provides our parents with the most up-to-date information on what is happening on a daily basis. As we move into a school year with a focus on "Parent Engagement", we pledge to improve the level of communication and improve any areas of deficit, such as making the school web page more user friendly and a 24 hour return policy for all parents’ calls. Based upon analysis of the NYC School Survey, the school needs to strengthen family and community ties. Our goal in this element of the Framework is to increase parent participation in the educational and social/emotional aspects of each student’s high school career. The school seeks to increase this participation by 5% as compared to the previous school year. The meeting of this goal will be measured by attendance at Parent/Teacher conferences, parent participation at PTA meetings, parent participation in school wide events such as college/career planning meetings, and an increase in the response rate on the NYC School Survey.
### School Demographics and Accountability Snapshot for 31R600

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>792</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

- # Special Classes (ELA): 107
- # SETSS (ELA): 19
- # Integrated Collaborative Teaching (ELA): 112
- # Special Classes (Math): 82
- # SETSS (Math): 1
- # Integrated Collaborative Teaching (Math): 86

#### Types and Number of Special Classes (2018-19)

- # Visual Arts: 3
- # Music: 1
- # Drama: 1
- # Foreign Language: 5
- # CTE: 34

#### School Composition (2017-18)

- % Title I Population: 67.0%
- % Attendance Rate: 86.3%
- % Free Lunch: 64.6%
- % Reduced Lunch: 2.3%
- % Limited English Proficient: 6.3%
- % Students with Disabilities: 29.8%

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Hispanic or Latino</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.4%</td>
<td>26.8%</td>
<td>5.2%</td>
<td>46.5%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19)

- 11,26

#### % of Teachers with No Valid Teaching Certificate (2018-19)

- 2%
- % Teaching Out of Certification: 22%

#### % Teaching with Fewer Than 3 Years of Experience (2014-15)

- 7%

#### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (Grade 4): N/A

#### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: 88%
- Mathematics Performance at levels 3 & 4: 88%
- Global History Performance at levels 3 & 4: 69%
- US History Performance at Levels 3 & 4: 81%
- 4 Year Graduation Rate: 75.0%
- 6 Year Graduation Rate (2011 Cohort): 76.2%
- Regents Diploma w/ Advanced Designation: 26.3%

#### Overall NYSED Accountability Status (2018-19)

- ADEQUATE

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

##### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Science (2016-17): N/A

##### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A

#### Priorities

- Reward: No Recognition
- In Good Standing: Yes Focus School Identified by a Focus District: No
- Priority School: No Focus Subgroups: N/A

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2018-19 CEP
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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using 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 Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>

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.

Student performance data on NYS examinations has not displayed the desired and corresponding results in three regents. The Regents pass rate includes 58% for Algebra I, 10% for Global History, 72% for ELA, 46% Living Environment C. After a thorough examination of NYS exams together with NYC Baseline Performance Assessments, the data revealed that students are making gains in the multiple choice portion of tests; however, prior to 2016-17, over 40% of students were providing incomplete short responses and/or extended writing response sections. An area of growth for 2018-19 school year is to further develop students' ability to communicate their ideas effectively by improving their writing skills, deconstructing questions in Humanities and Science; and problem solving skills in Math and Science.

For Global History and United States History instructors will use Passages, Core Collaborative formative assessment strategies and SRI Protocols. Through students seeing, recognizing, and analyzing good writing, they will be able to use the models as frames to generate strong products.

Math will use an edited version of the ENGAGE NY curriculum for the Common Core Algebra Regents and Algebra 4 All.

English will use continue to refine application of the principles of Writing, Inquiry, Collaboration, Organization and Reading (WICOR). WICOR is reflective of AVID, which is an NYCDOE research based academic approach students to attain college and career readiness.

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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
</table>

Goal 1 - By June 2019 school year, lesson plans, units of study and student projects will illustrate engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards, as measured by a 2% increase in student credit attainment.
### 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>Implementation of aligned CCLS within subject course curriculum/curriculum map, which contains rich performance tasks that support Algebra 4 All, ENGAGE NY, Core Collaborative, Advancement Via Individual Determination (AVID) and College Board. This means that we want to focus on ways to empower assessment capable learners and collective teacher efficacy</th>
<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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular revisiting of CCLS aligned curriculum maps created, submitted, collaborated and shared on a school-wide basis, aligned to the 2018-2019 curriculum sequence and reflected in the observation process for accountability purposes.</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Principal - Assistant Principal - Teacher Leaders Implementers: Teacher Leaders/Departmental peer facilitators</td>
<td></td>
</tr>
</tbody>
</table>

| Using Data Assessment Tools (Oral review, Datacation, DDC from Skedula, ExamGen) to identify trends and make classroom-level decisions with regard to student performance. | All Teachers | 9/18 – 6/19 | Point Person: - Principal - Assistant Principals - Lead Teachers - School Leadership Team (SLT) Implementers: Teachers / Departmental Coordinators Students |
We will focus on collective teacher efficacy. We have teachers discuss, implement, and share out strategies and check back in with each other to see what works in the classroom. In the grade level teams they worked on specific units in Collections. The teachers shared best practices and develop common assessments. This helped with the integrated ENL so that the teachers could focus on particular content and units.

The strategies that will continue to use were exemplars in writing. Tried to build assessment capable students. The feedback should come from the teacher in terms of actionable next steps. This is a practice that we want to spread to all of the academic disciplines.

The goal is to have 50% of the students to give effective feedback.

Will continue to turn our attention to the speaking and listening standards of the Common Core, and the accountable talk for the protocols. We are aiming for 50% of the entire school to use the McKee paired discussion protocol and the group discussion protocol designed by 17 teachers who participated in the Core Collaborative. The teachers all reflect every discipline at McKee

Providing structured Professional Development/Collaborations (PD) in which teachers help teachers in using protocols from the National School Reform Faculty Site to analyze lessons, and student work. Based on areas of focus highlighted from Job Embedded Support for ADVANCE Implementation (JESA) visits, the teacher teams will focus on the Danielson Framework of Teaching, engaging teachers in an ongoing inter-visitation program with their colleagues, developing exemplary teacher practices aligned to Danielson Components 1a, 1e, 3b, 3c, and 3d.

Incorporation of the clearer learning targets and success criteria will be the main strategy to address the needs of students with disabilities, ENL, and other high need student subgroups. The success criteria can be differentiated for ENLs and students with disabilities.

<table>
<thead>
<tr>
<th>Departmental Teacher Teams</th>
<th>9/18 – 6/19, One session per week, meeting six-hours per month.</th>
<th>Point People:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- All Assistant Principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lead Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementers:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All Assistant Principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- PD Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/SWDs</th>
<th>9/18 – 6/19</th>
<th>Point Person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- All Assistant Principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lead Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PD Committee</td>
</tr>
</tbody>
</table>
McKee High School will use Title 1 Funds, and the FOCUS funds for community resources to support the efforts of New York Center for Interpersonal Development (NYCID), and CSI Liberty Partnerships Inc. to enrich the civic life of the school. The staff of McKee will welcome, values, and incorporate families and the larger community into inclusive schools and classrooms by hiring a Community Associate who will work collaboratively with the PTA to conduct workshops and support the efforts of the guidance counselors. Working with the 30,000 Degrees Initiative (http://30000degrees.com/), which is sponsored by the Staten Island Educational Partnership, McKee staff will work collaboratively with the higher educational institutions, to build strong partnerships with business and community-based organizations that improve the McKee High School community.

<table>
<thead>
<tr>
<th>PTA</th>
<th>9/18 – 6/19</th>
<th>Point Person:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30,000 Degrees</td>
<td></td>
<td>-Community Associate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-PTA Executive Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Crystal Montalvo of 30,000 Degrees</td>
</tr>
</tbody>
</table>

### 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.

Through the monthly PTA meetings, that occur once a month on the third Saturday, and the SLT meetings every 3rd Monday, presentations will occur through supervisors, building to students sharing their understanding as to the principles covered in the academic subject areas and the latest updates within the respective CTE programs.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

2. Purchase of Skedula package - IO Assessment to do deeper data analysis.

3. PTA meetings on Saturday.

4. Parent workshops organized by the Community Associate in collaboration with the PTA.

5. SLT meetings on Monday, 3-6 p.m.

**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 | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
|---|----------|---|-------------|---|---|---|---|---|---|---|---|---|---|
| X | C4E | 21st Century Grant | | SIG | || | PTA Funded | || | In Kind | || | Other |

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, Mid-Year Exams (designed around the format, scope and sequence of the respective Regents examination) will be administered across all subject areas that end in a Regents exam, with the relative % of students achieving the proficiency benchmark established in the 5A Annual Goal for Rigorous Instruction.

CTE instructors edit and adapt portions of the following certification exams to assess student progress by program throughout the year:

- Automotive - NATEF under the umbrella of Automotive Service Excellence Education Foundation
- Carpentry/Construction - NCCER-Core
- Electrical Installation & Design - NCCER-Core
- Digital E-Commerce (Virtual Enterprise) - Social Media Marketing Certification Exam-STUKENT: https://www.stukent.com/
- Graphic Arts - Adobe Suite
- Pre-Engineering - Autocad certification
- Software Engineering - Advanced Placement Computer Principles

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We use teacher progress reports in Skedula, & IO Assessment/DDC data analysis summary charts. The regents in January as a benchmark to capture those students who failed in June and August of the previous year.

CTE instructors edit and adapt portions of the following certification exams to assess student progress by program throughout the year:

- Automotive - NATEF under the umbrella of Automotive Service Excellence Education Foundation
- Carpentry/Construction - NCCER-Core
- Electrical Installation & Design - NCCER-Core
- Digital E-Commerce (Virtual Enterprise) - Social Media Marketing Certification Exam-STUKENT: https://www.stukent.com/
- Graphic Arts - Adobe Suite
- Pre-Engineering - Autocad certification
- Software Engineering - Advanced Placement Computer Principles

**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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using 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 Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

As indicated in the school’s Mission and Vision statements, McKee is committed to providing a safe and productive environment which will allow students to succeed. The school provides a number of social/emotional supports such as peer mediation/conflict resolution, Peer Group Connection, access to counseling, additional programming options, and an open-door policy to all supervisors’ offices. These supports enable the school to: - decrease the number of reportable incidents as the school year progresses - maintain the significant majority of On-Line Occurrence Reporting System (OORS) and reduce the number of suspensions.

Our present attendance is 87%, we are focusing on chronically absent students by having monthly attendance meetings. The Community Associate teams with the Attendance teacher to conduct home visits after outreach by Blackboard Connect, teacher phone calls, emails and texts have not yielded a sufficient response.

Based on the OORS report Incident Location Summary there were a total of 405 incidences for 2017-2018. The majority of the incidences were Level 3 at 143, with a majority of the locations for the occurrences in the classroom and hallway. Second was Level 1 at 135, with a majority of the locations of the occurrences in the classroom and hallway. Third was Level 2 at 61, with a majority of the locations of the occurrences at the Entrance/Exit. Fourth was Level 4 at 56, with a majority of the locations of the occurrences in the classroom and cafeteria. Fifth was Level 5 at 10, with a majority of the locations of the occurrences in the classroom and close proximity to the school.

Based on the analysis of the OORs reports, through the teacher team meetings focusing on employing methods of student engagement in the classroom, we hope to reduce the number level 3 occurrences by 2%.

Although a system of supports is in place, 65 percent of student respondents rated McKee as a supportive environment compared to a 72% percent city-wide average, according to the 2016-17 NYC School Survey. Based upon data obtained from both NYC and in-house surveys, it is evident that the school needs to improve its efforts to consistently improve student voice and student-led change to improve outcomes for all students.

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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal 2 - By June 2019, through guidance counselors working collaboratively with the community based organizations, (NYCID), related service providers, the community associate, and the attendance teacher outreach efforts, we will create a welcoming environment for families as evidenced by events which will translate into a 1% increase in overall student attendance.
### 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., at-risk/credentials, SIFE, STH).

#### Target Group(s)

**Who will be targeted?**

#### Timeline

**What is the start and end date?**

#### Key Personnel

**Who is responsible for implementing and overseeing the activity/strategy?**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>A SAPIS counselor with extensive experience in Substance Abuse counseling will work with At-Risk students. SAPIS counselor needs to arrange parent meetings.</td>
<td>Guidance Counselors</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Principal - AP PPS and Security Implementers: - Principal - AP PPS and Security</td>
</tr>
<tr>
<td>- Redistribute student caseloads among the three guidance counselors. - Review and restructure the Academic Intervention Services Plan; to better utilize the additional staff and services that can be offered to the entire school community. - Establish a weekly Professional Development Plan for the PPS / College / Security Departments</td>
<td>The entire school community</td>
<td>9/18 – 6/19</td>
<td>Point Person: - AP PPS and Security Implementers: - AP PPS and Security - Guidance Counselors - Dean - PPS / Security Support Staff</td>
</tr>
<tr>
<td>McKee HS will engage families and support their understanding of the educational initiatives through PTA meetings, social media, the phone master, and digital newsletters so that they can support their children at home.</td>
<td>PTA and Title 1 Guidance Counselors</td>
<td>9/18 – 6/19</td>
<td>Point Persons: Community Associate PTA Executive Board</td>
</tr>
</tbody>
</table>
The Community Associate will collaborate with the PTA meetings so that ENL parents will be aware of the different initiatives occurring in the school using the above stated measures. All notifications will be sent via email, and text using Blackboard Connect.

Community Associate will work with the attendance teacher to do outreach to parents who are bilingual using the resources from Translation Services.

<table>
<thead>
<tr>
<th>ENL Coordinator</th>
<th>Principal's Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Associate &amp; Attendance Teacher</td>
<td>9/18 – 6/19</td>
</tr>
<tr>
<td>Community Associate</td>
<td>Point Persons:</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal of Pupil Personnel Services</td>
</tr>
<tr>
<td></td>
<td>Community Associate</td>
</tr>
<tr>
<td></td>
<td>Attendance Teacher</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.

1. Community Based Organization (CBO) New York Center for Interpersonal Development (NYCID) based on the NYS 21st century grant will have joint parent engagement events in collaboration with the 4 other schools that are part of the grant. Nigel Wyatte is the designated social worker hired by NYCID. McKee will provide administrative support through the principal, and Judy Ligu, (secretary), to support that students have an opportunity to meet the 90 hours to meet the parameters of the grant. The timeline as of June 28, 2019 is Monday through Friday, 2:45 - 4:45, each week throughout the 2018-2019 school year.

2. The Community Associate will collaborate with the PTA meetings so that parents will be aware of the different initiatives. McKee will provide administrative support through the principal, PTA Executive Board, Assistant Principal of Humanities, ENL Team of teachers

3. Community Associate works with attendance teacher to do outreach to chronically absent students to conduct home visits. McKee will provide administrative support through the Community Associate, and the Attendance Committee team. The timeline as of June 28, 2019 is First Wednesday of each month for the Attendance committee meetings.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Community Based Organization (CBO) New York Center for Interpersonal Development (NYCID) from the NYS 21st century grant

2. TL Attendance Shared
3. TL Parent Coordinator HS

4. Title 1 funds from school.

**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>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</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.

By February 2019, the NYCID will administer a survey to provide constructive feedback to both the NYCID administrator and the teachers on the views of students’ regarding participation in the 90 hours initiative.

The Community Associate and PTA Executive Board will administer survey in order to find out the effectiveness of the presentations given at the monthly PTA, and SLT meetings.

Students who have reduced their chronic absenteeism will receive an attendance award in February based upon their attendance records from September to January.

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

- In-house NYCID generated survey.
- In house PTA Executive Board survey.
- Attendance teacher and Community Associate capturing data from ATS attendance feature in the database.

**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.

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What are the school’s strengths relative to this Framework element?</strong></td>
<td><strong>Indicate the data trends, source and year.</strong></td>
</tr>
<tr>
<td><strong>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong></td>
<td><strong>Indicate the data trends, source and year.</strong></td>
</tr>
</tbody>
</table>

Based on an analysis of 2018-2019 Master Program, 85% of the teachers are scheduled with common teacher planning time on a departmental level either period 1 or period 9. Participation in the School Time Lab meetings during SY 2017-2018 made us aware of the need to have subject area common planning time. The limitations of programming made it a challenge to schedule departmental Professional Development and Planning Time during and after the school day, decreasing the likeliness of the opportunities to promote teacher-to-teacher collaboration within and outside of their subject-area departments.

Following the principles of the Core Collaborative and National School Reform, McKee will use published protocols. We will introduce trained peer facilitators or point people to guide their colleagues. The peer facilitators will coach the group and encourage the group to persevere until the issue is resolved. Looking at effective feedback and student work, will be a focus that will direct teachers to generate, implement and assess the strategies they devise in the teachers.

Informed by the Capacity Framework Element – Collaborative Teachers, our most recent QR and an analysis of the 2017-2018 Master Program, the data supports that a greater percentage of teachers within a departmental subject-level need to be scheduled with Teacher Common Planning Time with their fellow subject-level teachers, as well as their supervisor. The needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal 3 - By June 2019, school leadership will implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for students in all classes, resulting in a 5% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in the Advance system.</th>
</tr>
</thead>
</table>
### 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>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All teachers, Assistant Principals and coaches.</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal Implementers: - Assistant Principal - Teachers</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>
<td>All teachers, Assistant Principals and coaches.</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal Implementers: - Assistant Principal - Teachers</td>
</tr>
<tr>
<td>Professional Development sessions will be conducted every Wednesday during the Teacher Common Planning Time, facilitated by administration with PD focus topics established the first session of each month on a departmental basis.</td>
<td>All teachers, Assistant Principals and coaches.</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal Implementers: - Assistant Principal - Coaches - Teachers</td>
</tr>
<tr>
<td>Parent Outreach, Office Hours and Other Professional Work sessions will be conducted every Wednesday, Thursday and Friday, respectively, to further take advantage of the Teacher Common Planning Time, in an effort to provide student-level support services and outreach to identify subgroups within the school community.</td>
<td>All teachers, Assistant Principals and coaches.</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal Implementers: - Assistant Principal</td>
</tr>
</tbody>
</table>
Conduct parent workshops to introduce parents to Pupil Path, the McKee High School website as well as Naviance, our on-line college/career resource. We will provide technology supports to parents so that they understand how to navigate the systems mentioned above in order to remain informed as to their child’s progress. (October & February)

<table>
<thead>
<tr>
<th>Conduct parent workshops to introduce parents to Pupil Path, the McKee High School website as well as Naviance, our on-line college/career resource. We will provide technology supports to parents so that they understand how to navigate the systems mentioned above in order to remain informed as to their child’s progress. (October &amp; February)</th>
<th>Parents of juniors; Parents of seniors</th>
<th>9/18 – 6/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers</td>
<td>- Community Associate</td>
<td></td>
</tr>
<tr>
<td>- Community Associate, Skedula/IO Assessment Coordinator, College Counselor-Advisor, AP Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

We will also make a presentation at PTA meeting as well as use our adult evening class to introduce the rigorous instruction included in the common core curriculum. Teachers will share the specifics of course requirements and the Principal will make the PTA presentations. Content area Assistant Principals will be available and do presentations at targeted SLT meetings.

Time line: Beginning September 2018 at PTA meeting and SLT meetings and throughout the year as required.

### 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.

We will utilize the budgetary resources checked below in order to fund programming adjustments needed for common planning time and extended day professional development, inter-visitations within the school to model classrooms, and engagement in outside PD workshops.

#### 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>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

Uniform unit exams within subject areas and grade levels will be administered and the data will be loaded into the IO Assessment portal, or Exam Gen so that teachers can examine the item analysis of each question and adjust curriculum development scheduling and supports from the information gathered. Final exams from the Fall 2018 semester will display at least the 2018 passing rate, as those assessments will parallel the Common Core Regents exams of 2018 that will be administered in June 2019.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The final instrument of Measure will be the actual Common Core Regents exams in the academic subject areas in June and August 2019.</td>
</tr>
</tbody>
</table>

| 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

According to data from the School Information Sheet, 26 percent of teachers are currently working out of certification area due to a change in demographics of students. The school is increasingly enrolling more standardized assessment students who are working towards a Regents diploma and CTE certification. With this shift in student population, teacher certification as related to teaching assignments is affected.

The results of the 2018 NYC School Survey indicate that the principal understands how children learn (94 percent). The principal makes clear to the staff his or her expectations for meeting instructional goals (92 percent). The principal sets high standards for student learning (91 percent). The principal sets clear expectations for teachers about implementing what they have learned in professional development (91 percent). The principal sets high standards for student learning (91 percent). The principal carefully tracks student academic progress (91 percent). The principal participates in instructional planning with teams of teacher (91 percent). The principal communicates a clear vision for this school (90%). The parents feel that the principal works to create a sense of community in the school (95%). While these results are positive and an improvement from previous years, the data also reveals that growth is still needed. Survey respondents indicated that 77 percent felt that the teachers have influence over the selection of instructional materials used in classrooms and only 77 percent feel that teachers have influence over standards for student behavior. Currently, the principal prioritizes classroom visits and instructional support to new teachers, probationary teachers up for tenure, and teachers rated Developing. As we build on our strengths and recognize our areas of growth in leadership as it pertains to all teachers and specifically those working out certification area, transparency, reflective feedback, and high visibility in instructional supervision will be a top priority.

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

Part 2 – Annual Goal

Indicate your school’s 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal 4 - By June 2019, school leadership will nurture the professional growth of teachers and staff such that students will produce meaningful work products aligned to engaging curricula based on a coherent set of beliefs about how student learn as expressed horizontally and vertically across the school setting, as measured by work product rubrics designed to assess the alignment and rigor of the work as it relates to the content areas.
### 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons will be reviewed for how well task and performance are aligned as evinced by student level of active intellectual engagement in the observation process.</td>
<td>Students 9/18 – 6/19</td>
<td>Principal &amp; Assistant Principals</td>
</tr>
<tr>
<td>Based on the ENL data, student data for pupils in this sub group will be used by the teachers to differentiate and support student needs.</td>
<td>Students 9/18 – 6/19</td>
<td>Principal &amp; Assistant Principals</td>
</tr>
<tr>
<td>Based on the SWD data, student data for pupils in this sub group will be used by the teachers to differentiate and support student needs.</td>
<td>Students 9/18 – 6/19</td>
<td>Principal &amp; Assistant Principals</td>
</tr>
<tr>
<td>Complex thinking structures will be used by the teachers to transition from formative and comparative measures to analysis, summative, and evaluative as evidenced by the lesson construction and student class engagement.</td>
<td>Students 9/18 – 6/19</td>
<td>Principal &amp; Assistant Principals</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.

Parents and Guardians will be engaged through a variety of mechanisms, namely:

1. Two Parent-Teacher meetings per term - Teachers and Administrators
2. PupilPath as part of the on line grading system - APO
3. McKee website - Ms. Ligus, secretary; Mr. Cannizzarro, Software Engineering Instructor; Mr. Siddiqui, English/Special Education Instructor
4. SLT Monthly Meeting-Principal
5. Weekly E-News - Principal

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. 25 hours per session for PD from Vision for School Improvement funds

2. Human resource available from School Based Organization vote for Wednesday PD schedule.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Tax Levy</td>
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<td></td>
</tr>
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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.

By February 2019, administration will assess that 60% of the teachers will have achieved a rating of Effective or Highly Effective in competencies 1a – Demonstrating knowledge of content and pedagogy; 1e – Designing coherent instruction; 3b – Using Questioning and Discussion Techniques, 3c – Engaging students in learning; and 3d – Using assessment in instruction.

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

MOTP from ADVANCE

**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.

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using 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 Quality Review, 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.

The strength of McKee in sharing information to the McKee Community is through the use of technology: Outlook email and weekly E-Newsletters. The School Leadership Team receives monthly reports from department supervisors and lead teachers as to the educational initiatives in the school. News regarding college and career readiness information to events from the PTA are included in the E-Newsletters. Information about after school and Saturday School programs are relayed through Blackboard Connect.

The school’s priority need will be to have the services of a Community Associate to help translate the information to the ENL population which comprises 41% of the school, so that the reticence of the parents due to fear, or lack of comprehension regarding the need to partner with the school, will be overcome.

Based upon a three-year analysis of the class of 2013, 2014, and 2015’s Graduation Survey and Earned College Credit data, it was determined that while there was a decline in the percentage of students declaring an “undeclared major” upon entering college from 17% to 12%, there was a 25% increase in the number of students graduating with 16-60 earned college credits upon high school graduation. While both of these statistics reflect upward trajectories in meeting College and Career Readiness objectives, a correlation has been made that suggests that a significant number of the 12% that are “declaring undecided” are on the upper side of the 16-60 college credits earned, thus placing them in a position upon entering college where there is an urgent expectation to declare a major that they haven’t spent sufficient time exploring. Our school, in response, has spent the past three years in developing a Career Exploration Curriculum to address this issue.

Informed by the Capacity Framework Element – Community Ties, our most recent QR and an analysis of the 2015 and 2016 Graduation Rates for Regents with Advanced Designation and CTE Endorsement data, the feedback supports that a College Exploration using AVID methodologies infused via our school’s CTE – Work Based Learning Program, to better inform students as to Career Pathways as they prepare for college, career or life. The needs assessment informed the development of the annual goal listed below.

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal 5 - By June 2019 McKee’s College and Career Readiness efforts, will increase the number of students successfully completing approved college or career preparatory courses and assessments by 2%.
### Part 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</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Students, Parent/Guardian, Work Based Learning Coordinator, CTE Teachers, Guidance Counselors</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal PPS/ISS Implementers: - Assistant Principal PPS &amp; Security - CTE Work Based Learning Coordinator - CTE Teachers</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>
<td>Students, Parent/Guardian, Work Based Learning Coordinator, CTE Teachers, Guidance Counselors</td>
<td>9/18 – 6/19</td>
<td>Point Person: - Assistant Principal PPS/ISS Implementers: - Guidance Counselors</td>
</tr>
</tbody>
</table>

Starting in the 9th grade, students are provided access to the nationally acclaimed college admissions and career exploration database, Naviance Succeed. As part of the 4-year process, students are expected to complete a series of interest, personality and career interest surveys, with their parent/guardian. The purpose of the Career Interest Profiler, Do What You Are, Career-Thesaurus, and Career Cluster Finder surveys are designed to identify careers that closely match students’ interests and academic strengths.

Students of all grade levels have access to the newly established Career and Development Center (CDC) with numerous opportunities each week, offering students the opportunity to explore various career pathways, via a “Backpack to Briefcases” series, as well as Job Shadowing and potential internship and other Work Based Learning opportunities. Students, parents, and guardians will check with the CTE teacher who is then vetted by Mr. Dave Sarno (Work Based Learning Coordinator)).

Parents and guardians interested in presenting or recommending a presenter for our Backpack to Briefcases series are encouraged to contact the administration.

Based upon the Naviance career survey results, suggested college matches aligned with student career interests are provided. This information is accessible to the student, parent and school counselor, as well as, the college and career advisor. Using the web-based Naviance tool, students are able to focus their college inquiry by analyzing and comparing data provided from prior Tech graduates including GPA and SAT/ACT scores achieved for admission.

Since the vision of the school is College, Career and Life the following exams will tie into students attaining a regents diploma and CTE certification within the specific field, state approved curriculum scope and sequence:
Engineering will take the Auto Desk Architectural certification

Graphics will take the Adobe Suite certification.

Virtual Enterprise will take the NOCTI certification.

Electrical and Carpentry will take the NCCER certification.

Auto will take the NATEF/Automotive Service Excellence (ASE) certification.

Work based learning experience will be provided once again to every 10th through 12th grade student.

<table>
<thead>
<tr>
<th>The college information gathered from the Naviance surveys will provide the student and parent/guardian with a guidelines for planning and executing college visits. There are three available college visit options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Student Initiated College Campus Visits</td>
</tr>
<tr>
<td>● School-Based PTA Endorsed College Campus Visits</td>
</tr>
<tr>
<td>In-School College Articulation Visits with Admissions Officers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students, Parent/Guardian, Guidance Counselors</th>
<th>9/18 – 6/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Person: - Assistant Principal PPS/ISS</td>
<td>Implementers: - Guidance Counselors</td>
</tr>
</tbody>
</table>

---

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.

1. Through the PTA meetings - once a month. The minutes sent by email to the Cohort class distribution lists.

2. Through the SLT meetings - once a month.

3. Through the principal generated weekly E-News.
4. Through updating, and referencing the Parent-Student Handbook: [https://tinyurl.com/ycxtzdhz](https://tinyurl.com/ycxtzdhz)

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Funding for Naviance from College Access for All
2. Human Resource provided through Wednesday PD schedule for counselors and college adviser to receive PD from representatives from Naviance through online webinars.
3. 10-15 hours per session for PD for Naviance training beyond Wednesday PD from the Achieve Now Grant.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title II, Part A</th>
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<td>PTA Funded</td>
<td>In Kind</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.

By February 2019,

- At least 50 of the 75 rising 11th graders (next year’s 12th graders – Class of 2019) will be enrolled in McKee’s WBL program in a paid or unpaid Internship.
  - At least 90% of the 9th grade will be exposed to career pathway exploration through a targeted monthly visitation of the 7 career technical education programs at Ralph R. McKee CTE High School
- At least 90% of 10th, 11th and 12th graders, will participate in McKee’s WBL program via the Career Pathway’s Presentations (Backpacks to Briefcases, Career-Thesaurus Software, Job Shadowing.)

**Part 6b.** Complete in February 2019.

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

| Work Based Learning Excel Chart generated by Office of Post Secondary Readiness |

**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><strong>Type of Academic Intervention Service (AIS)</strong></th>
<th><strong>Criteria for determining AIS services</strong> <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th><strong>Type of program or strategy</strong> <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th><strong>Method for delivery of service</strong> <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th><strong>When the service is provided</strong> <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum  
2. Failing Grade in course. | 1. Teacher Tutoring  
2. Regents-Prep  
3. Peer Tutoring  
4. Parent-Guardian Academic Inquiry Meetings  
5. ELL Classes | 1. 1:10 Teacher : Student Ratio  
2. Small Group  
3. 1:1 Student : Student  
4. Parent, Student, GC, Community Associate., Admin | 1. 41-min/8 Periods/School Day/Mon-Fri  
2. 41 min/School Day / C-6 Professional Period  
3. After School/Mon-Thurs. School Day  
4. 40-minute academic intervention/planning meetings after each marking period for identified students. |
| **Mathematics** | 1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum  
2. Failing Grade in course. | 1. Teacher Tutoring  
2. Regents-Prep  
3. Peer Tutoring  
4. Parent-Guardian Academic Inquiry Meetings  
5. ELL Classes | 1. 1:10 Teacher : Student Ratio  
2. Small Group  
3. 1:1 Student : Student  
4. Parent, Student, GC, Community Associate., Admin | 1. 41-min/8 Periods/School Day/Mon-Fri  
2. 41 min/School Day / C-6 Professional Period  
3. After School/Mon-Thurs School Day  
4. 40-minute academic intervention/planning meetings after each marking period for identified students. |
<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Social Studies</strong></th>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student(s) identified through Guidance Referral as struggling in area(s) of curriculum</td>
<td>1. <strong>Student(s) identified through Guidance Referral as struggling in area(s) of curriculum</strong></td>
<td>1. In accordance with student IEP Mandated Services. 2. In accordance with student 504 Services.</td>
</tr>
<tr>
<td>2. Failing Grade in course.</td>
<td>2. Failing Grade in course.</td>
<td>2. In accordance with student 504 Services.</td>
</tr>
<tr>
<td>5. <strong>ELL Classes</strong></td>
<td>5. <strong>ELL Classes</strong></td>
<td>5. ELL Classes</td>
</tr>
<tr>
<td>1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period</td>
<td>1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period</td>
<td>1. 41-min/8 Periods/School Day/Mon-Fri 2. 41 min/School Day / C-6 Professional Period</td>
</tr>
<tr>
<td>4. 40-minute academic intervention/planning meetings after each marking period for identified students.</td>
<td>4. 40-minute academic intervention/planning meetings after each marking period for identified students.</td>
<td>4. 40-minute academic intervention/planning meetings after each marking period for identified students.</td>
</tr>
</tbody>
</table>
meetings after each marking period for identified students.
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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>McKee High School currently has 19 students in temporary housing.</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>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Students will receive access to donated clothing; school supplies; free transportation (metro cards), and breakfast and lunch program. Students will also have access to all after-school and Saturday programs. There will be a social worker assigned to the STH to ensure that their needs are being met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</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>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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 a [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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

1. Attend recruitment fairs.
2. In school mentoring through piloting Peer Group Connection (PGC) targeting the freshmen class.
3. New teachers have once a marking period meeting with principal
4. New teachers have at least twice a week meeting with department supervisor

2b. High Quality and Ongoing Professional Development

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

1. Attendance of AVID instructors to PATH trainings sponsored by AVID
2. Attendance of cross disciplinary group of teachers to attend the June 2019 AVID Summer Institute
3. Attendance of in-school designated lead teachers to district wide subject specific pedagogical practices that are turnkeyed.
4. Attendance of 5 teachers, 1 per academic discipline to lead teacher team meetings sponsored by the Borough Support Center.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

1. Within English and Math, the teachers within the teacher team use IO Assessment to generate subject specific assessments.

2. Within Science, Social Studies and Science Department, BOY and EOY, based on vote from teacher team, generated by specific subject teacher.

3. Within Career and Technical Education, with approval from Office of Post Secondary Readiness, use of Certiport and Skills USA exams decided within the teacher team.

4. PD committee meets once a month to decide topics and method of rolling out assessment results.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 (i.e. Federal, State or Local)</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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$505,654.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6,660,420.00</td>
<td>X</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.

*The **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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aim 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.

• **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:** 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>Ralph R. McKee CTE High School</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>

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ralph R. McKee CTE High School</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>
</tbody>
</table>
- providing parents with basic technology workshops such as how to create their email

- have the students from Computer classes assist the Community Associate to work with the parents regarding emails and Pupil Path/Skedula

- Refreshments offered before the Parent-Teacher conferences

- How to get your child documented so they can receive assistive technology
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

- providing parents with workshops aligned with the DREAM Act. access community resources and services for those who are undocumented status such as the Jewish Board of Children and Family Services; Centro de Immigrante, and Make the Road NY, as well as connecting them to valuable local resources such as the Family Assessment Program.

- work with the Foreign Language teacher be the conduit for students to share an aspect of their heritage using video app and share at one of the PTA meetings. This can be a community service credit.

### Parental Involvement and School Quality

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

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

- parents have access to the hard copy and free version of indicating their opinion about the topics for future workshops and effectiveness of the workshops they attend: surveymonkey.com

- 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;
Encouraging School-Level Parental Involvement

**Ralph R. McKee CTE High School** will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events: International Foods;
- 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;
  - Updating and referencing the Parent-Student Handbook: [https://tinyurl.com/ycxtzdhz](https://tinyurl.com/ycxtzdhz)

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**School-Parent Compact (SPC)**

**Ralph R. McKee CTE High School (McKee)**, 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

- 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;

● Read and be knowledgeable of the information in the Parent-Student Handbook: Parent-Student Handbook: [https://tinyurl.com/ycxtzdhz](https://tinyurl.com/ycxtzdhz) that is posted on the website and the link emailed at the beginning of each school year.

### III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● abide by the subject area contracts.

● abide by the rules and regulations established in the Chancellor's Disciplinary Code

● abide by the rules and regulations in the Parent-Student Handbook: [https://tinyurl.com/ycxtzdhz](https://tinyurl.com/ycxtzdhz)

● 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 through the in-school organizations and if applicable out of school arbitration/mediation organizations.

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The rationale for the Title III plan has two major components. Over 50% of the ENL population are 9th and 10th graders. Data analysis, through examination of the in house data analysis with data lead and ENL teachers conveys that most of the 9th and 10th grade students need additional support in the writing modality. Last year's NYSESLAT Data indicated that students needed additional support in listening speaking for the 2017-2018 school year. Now writing is the identified area of support for the 2018-2019 school year. This year writing will be the focus. Historical data indicates that 10th grade ENL students have a low passing rate on the Global History Exam. For the 2017-2018 school year, the data shows that 9 ENL students sat for the Global History Exam and only 1 passed. Therefore, the Title III program will target 9th and 10th grade ENL students and provide the curricula and instructional supports listed below. All subgroups New Comer, Developing and Long Term ENL Students will be a part of the Title III program. Title III will be used as supplemental funding for Achieve 3000, (unless another resource, THINK Cerca, can be negotiated at a less cost) and teacher per session. At this time 20% of the funding will be allocated for Achieve 3000 and teacher per session and PD supplemented by Visions funding.

1. Achieve 3000 Reading Program:
The Five Step Literacy Process will build the capacity of students to read closely and revisit text, with native language support, to answer multiple choice questions with greater accuracy. The resources available in the program will also help support students in building background knowledge of Global History with differentiated reading selections that make apt and relevant connections to the real world. The program also includes the Boost Access in Spanish for students.

Additionally, through the formative assessment process embedded in the Achieve Program, teachers will help students build their capacity to be assessment capable learners, set goals and monitor their own progress.

The Achieve 3000 educational program is not used during the daily mandated instruction.

The possible alternative THINK CERCA, helps students to develop writing skills in the content are through the development of claim and evidence writing (expository) and argument writing.

2. AVID Elective Class WICOR Based Strategies

The AVID college and career readiness elective focuses on Equal Access for All Students by building Communication, Writing, Inquiry, Collaboration Organization and Reading skills through the use of a standards based curriculum, delivered by a trained teacher. Students targeted for AVID are those with level 2 literacy levels. * years of data shows that 100% of students in the AVID program graduate in 4 years with a regents or advanced regents diploma. McKee's Title iii program would pair a trained AVID elective teacher, with a licensed ENL teacher. In both English and Spanish language instruction, the collaborative teacher team will develop the capacity of ENL students to read and navigate a variety of primary and secondary sources incorporating strategies to improve ENL students learning outcomes in reading, answering...
### Part B: Direct Instruction Supplemental Program Information

multiple choice questions and writing, all skills required on the Global History Exam and the NYSESLAT. Additionally, students will learn organizational skills and collaborative study methods offered only in the AVID Elective classes.

While AVID is offered during the school day, the more comprehensive aspects of the AVID elective curriculum is offered only to approximately 10% of the school's population. The strategies used in AVID builds students' capacity to persevere when navigating challenging academic content through the development of meta-cognitive strategies around critical reading, engaging with text, collaboration and organization. The AVID curriculum and strategies will be used in the Title III program, and delivered by an AVID trained teacher as part of the after school program. The targeted Title III students will receive instruction in AVID strategies as part of the Title III program, as supplemental instruction after school. Specifically, students will engage in the Collaborative Study Group Protocol. This is only offered to 10% of the school population during the school day. Therefore, the infusion of AVID Elective Strategies will be supplemental.

An important component of the program is to support our long term ENL students who are taking the Global History Exam. Students will read about history for pleasure as well as for academic pursuits, also using the Achieve 3000 Reading program, focusing on informational and Global History texts and then engaging in AVID Collaborative Study Groups, Socratic Seminars and Philosophical chairs.

Home language support will provided through access to reading material on Achieve 3000 in the home language of Spanish. Home language support will also be provided by the ENL teacher in Spanish when incorporating the AVID WICOR strategies. Materials from the AVID curriculum such as Costa’s Level of Questions in Spanish are provided to students. Instruction will be delivered in both Spanish and English.

The Title III ENL collaborative team will also focus on Oral language to increase the frequency, complexity and accuracy of students' spoken exchanges regarding Global History and references to other content areas, implementing pair and group discussion protocols, listening to/delivering speeches, philosophical chairs and Socratic seminars. As capacity is built students will create videos of these collaborative activities for in school publication.

The Title III ENL collaborative Team will also focus on writing to increase fluency and accuracy when writing about history, using diagnostic assessment of writing samples and the formative assessment strategies of the Core Collaborative Impact Team work. Teachers will focus on style and focus lessons to help students elaborate on their ideas and use more academic vocabulary and sophisticated syntax as they write.

4. While exploring Global History content and references to other content areas, students will learn to take control of their education by developing and using skills that allow them to better navigate academic content and become more self regulatory. They will learn strategies for organizing planning, setting goals, taking notes and analyzing teacher expectations (with a focus in the Global History class). Students will learn and engage in the AVID Elective Student led Collaborative Study Group protocol. As students build capacity, they will set goals and create videos of their student led study groups for in school publication

The Title III program will serve 9th and 10th grade ENL students inclusive of Newcomer, Developing and Long Term students. The Title III program will run Tuesdays and Thursday for
Part B: Direct Instruction Supplemental Program Information

2 hours during after school beginning on November 8th, 2018 and ending on May 22, 2019, encompassing approximately 49 sessions at 1 hour each.

Title iii teachers include a licensed ENL teacher, and an AVID trained content area teacher.

Approaches to instruction will include primarily team teaching. However direct instruction, small, individual and whole group instruction will also be implemented. The Achieve 3000 educational program used in the after school title iii program will not be used during the daily mandated instruction.

Title iii students will engage in the following activities:
- The Five Step Literacy Process of Achieve 3000 with intervention and Spanish language support
- Self assessment and goal setting
- Socratic Seminars
- Philosophical Chairs
- Collaborative Study Groups
- Student videos of AVID collaborative activities, based on a rubric will be designed and created by students using the mysimpleshow.com

The ENL and content area teachers will meet with Title iii students for each session. AVID Trained teacher will team teach with ENL and Social Studies teachers 2 hours a week (one session)

The following materials will be used
1. AVID Elective Curriculum (supported by Title i Funds)
2. Apple I pads with keyboards (supported by Priority Funds)
3. Achieve 3000 Reading Program materials and resources (Title iii funds)

Title students will meet in room 411. The ratio of teachers to students will be 2 to 20

Student Sign in Attendance sheets for the Title iii program will be scanned and filed in the Title iii folder of the mckeeenglish drive by Ms. Gina Simas. Hard copies will be kept by secretary, Gina Simas, in the Title iii binder for the upcoming year and then scanned and placed in the drive when the program ends.

Program notification was made through all of the following outreach methods
1. Parent letter in the home language
2. Permission slips and consent to video in the home language.
3. School messenger in the home language
4. Individual phone calls to the home by Ms. Virginia Carmona, Title III ENL teacher.

The Global History exam data for 10 ENL students/Title III students taking the exam is:
For the June 5, 2018 transitional exam 1 of 10, 10th grade ENL students, sitting for the exam passed the Regents examination. ENL Student Global history Regents work is being examined, gaps and trends are being identified and Title III teachers will plan to alter instructional based on the findings. Writing is the area where students
The Title III/ENL Study group team will meet during the week of September 24th. At this time the ENL/Title III study group will examine the EDAT as well. ENL Study Group used the internal data analysis.
## Part B: Direct Instruction Supplemental Program Information

20 students were enrolled in the Title III program for 2017-2018. 17 attended regularly. The NYSESLAT Results for the Title students are:

- 4 tested Proficient
- 5 moved one proficiency level
- 1 moved down 1 proficiency level
- 7 remained at the same proficiency level of expanding

## Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- **rationale**
- **teachers to receive training**
- **schedule and duration**
- **topics to be covered**
- **name of provider**

**Begin description here: ______**

To support the goals of the program to build student's capacity in skills related to writing, inquiry, collaboration, organization, and reading, as well as develop their capacity to monitor their own learning, and set goals, the title iii team will receive internal PD from the AVID Elective Trained teacher as well as 1 full day of PD from Achieve 3000. Additionally, the

1. Use of the Achieve Program and all its resources to support program goals. This professional development will be provided by Achieve 3000 professional development staff in October 2018. The professional development will be a full day in duration.
2. Training and coaching from Ms. Miftari, AVID trained teacher, on the implementation of Socratic Seminars and Collaborative Study Groups. This internal professional development will be offered during Wednesday teacher team time in November throughout three 40 minute sessions. Coaching will be ongoing during the program. Reflection and follow up will happen during the teacher team time.

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. **NOTE:** These are in addition to mandated activities, such as parent orientation during ELL identification process.

- **rationale**
- **schedule and duration**
- **topics to be covered**
- **name of provider**
- **how parents will be notified of these activities**

**Begin description here: ______**

Parents of ENL Title iii students will be invited to school on November 17th, from 10:00-12:00 to learn about the Achieve 3000 program, the availability of the program at home as well as how they can see and monitor their student's progress. Parents will also learn about the
**Part D: Parental Engagement Activities**

AVID Writing, Inquiry, Organization and Collaboration Strategies their child will learn in the Title iii program. Parents will be invited to see the student videos and the final assessment and growth of their students on the Achieve 3000 program. Parents will be invited to learn about the Title iii program by letter and phone message in the home language. Parent Title iii information session will be held on the first Saturday of November. Parents will be invited via letter and phone message for follow up and end of program celebration during which students will present their Socratic Seminar and Collaborative Study Group Videos as well as explain to their parents the progress they have made using the Achieve 3000 program.

Parent letter and phone messages will be provided in the home language. Staff capable to communicating with parents and guardians in the home language will be present during the parent Title iii Information Sessions.

The Title iii teachers will be provide the Parent Engagement Activities in November, March and May on Saturdays, as part of the PTA Meeting. Parents are also provided a Title iii parent letter mailed and back packed home. Title iii letters are also distributed at individual parent meetings.

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**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
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<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>1. Per session</td>
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<td></td>
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<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<tr>
<td>paper</td>
<td></td>
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</tbody>
</table>
Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Category</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

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2018-19 CEP
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>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>600</td>
</tr>
</tbody>
</table>

School Name: McKee Career & Technical High School

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sharon Henry</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Noreen Mullen</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Juanita Ruano Virginia Carmona</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Joyce Ippolito</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Brigid Howley</td>
</tr>
<tr>
<td>Parent</td>
<td>Alexandra Lighty</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>English</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Pierre Ovalles</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>n/a</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Kim Sievers</td>
</tr>
<tr>
<td>Superintendent</td>
<td>V. Gallassio</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>LAC: Pierre Ovalles</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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>795</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>53</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>6.67%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

K 1 2 3 4 5 6 7 8 9 10 11 12

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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</table>

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>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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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?

Formative Assessments used to guide instructional planning for our ENL students are the Beginning of Year Assessment from the NYCDOE and or the grade level assessments which are regents based prompts. Teachers also use the AVID Interactive Notebook for day to day formative assessments as well as archived English regents exams and regents based writing prompts. To assess the literacy level of ENL students, teachers and school leaders also reference the RLAT, the 8th grade literacy scores as well as the EDAT Tool, when available. Examination of the EDAT Reports for the 2017-2018 school year indicated that 9th and 10th grade ENL students performed well in speaking and writing and received lower scores in the modalities of reading and listening. On the 9th and 10th grade level, 22 of 40 students score high in the writing modality. 33 of 44 students scored high in the speaking modality. These findings indicate that ENL students had a stronger performance applying skills that are the focus of instruction in the ELA integrated setting classrooms (speaking and writing) Accordingly, the data conveys that more targeted instruction in listening, (without marking a text or taking notes) and then answering multiple choice questions, needs to be provided for our students during the 2017-2018 school year. To support this instructional...
adjustment, the following resources were used: NYSESLAT Test Materials for Teachers and students, Achieve 3000 (for 25 ENL students). ENL teachers will work with their co-teachers to identify readings and MC questions from Achieve 3000 and the regents archive that are thematically related to the ELA and Social Studies Units of Study.

Not having access to the EDAT data as of October 2018, the ENL Study Group comprised of three ENL teachers and the Assistant Principal examined the data from the RLAT and determined the following: Average scores overall for all modalities for all students was 57.27. The average scores for listening, speaking and reading were closely grouped

Listening: 16.46  Writing 6.79
Reading: 16.75
Speaking: 17.27

The RLAT data shows that writing is the area to be targeted for growth. The school also looks forward to reviewing the EDAT data to dive deeper into each particular student’s information.

ENL students require multiple opportunities or “swipes” at summative writing assessments such as the central idea, argument, thematic/enduring idea, CRQ and NYSESLAT Writing prompts. Instructional planning includes implementing the research based formative assessment strategies from the Core Collaborative and the full expanse of the writing process. In order to prepare students to write, teachers in the integrated ENL setting plan and draw from SIOP (Language Objectives) AVID and Core Collaborative methods (upcoming infusion of Hochman) in order to develop the meta cognitive strategies and language skills for students to cite evidence, interact with multiple texts, and draw from multiple texts to respond to a writing prompt evidencing command of content, skill and language.

2. What structures do you have in place to support this effort?

Structures in place to guide instructional planning for ENLs include, regular team meeting with the AP, ENL teachers and content teacher(s) to review the EDAT data when available as well as teacher team meetings. The NYSESLAT results for example are distributed to the ENL teachers at the beginning of the year and again with the EDAT, if available and or the school generated data. The examination of these assessments also serve to highlight the strengths and weaknesses of the students. Following these study groups, Professional Development opportunities are identified to help support the next steps. To further aid the dissemination process, the ENL teachers turnkey the information gathered at Professional Development opportunities to address the findings. For example information gathered from the SIOP PD was presented to the English and Social Studies Department and Science for the 2017-2018 school year. For the 2018-2019 school year, the focus for reading is the use of AVID Close reading strategies to help ENL students access complex text, Core Collaborative Formative Assessment strategies and analysis of data to form a plan.

In the interim the Humanities Inquiry Team examined the RLAT data in an ENL Study group comprised of an AP, ENL and 1 content teacher. In collaboration with content teachers, ENL teachers will identify scaffolds, strategies and formative assessment practices to support ENL instructional growth based on looking at ENL student work and identifying actionable feedback and supports needed.

During LASW cycles, questions from the School Reform Initiative will be asked to develop an understanding of student misconceptions. Examples of specific questions are asked by the facilitator are

Atlus Protocol:
1. What do you see?
2. From the student’s perspective, what is the student working on?
3. What are the implications of this work for teaching and assessment?

Equity Protocol: (looking at teacher work)
1. What do you see that would be engaging to many different students?
2. What do you see that would meet more than one learning modality?
3. What do you see that would support/hinder ENL students?
4. What do you see that would be considered bias in the language used in the assessment/assignment?

An additional method for LASW that will be utilized in the teacher teams is the Evidence, Analysis, Action protocol from the Core Collaborative. Evidence from argument writing will be analyzed for our ENL students by sorting the excel file, examining

2018-19 CEP 63
the evidence and determining an action plan

Classroom observations and teacher team meetings also focus on implementing strategies that have been identified at Professional Development that serve to help ENL students improve in their academic studies, based on the analysis of evidence.

For the 2018-2019 school year, the school is focusing on the area of writing for the ENL students. McKee is arranging to send and ENL and content area teacher to the Hochman PD in order to target student writing on the NYSESLAT and Global History Regents.

The AP and the ENL study group work together to analyze the results of ENL students and Regents examinations. As of October 2017, we have been working with Regents data and looking at how to interpret the results to inform our teaching practice. Our findings support our consistent use of instructional interventions and strategies as evidenced by the number of students exiting the ENL program via the English Regents Examination. With regards to the ENL population, the trend is that they are more successful in ELA and there is an improvement in US History. This further supports the benefits that the instructional strategies (AVID, Formative Assessment SIOP, Core Collaborative Formative Assessments) and interventions are having on this population. In addition, we have examined the attendance rate for the ENL population and overall, the majority of ENL students have documented excellent attendance as compared to the population as a whole. For example 92% of the ENL students have at least 90% attendance rate year to date. For the 2018-2019 school year the ENL attendance rate remains significantly higher than the rest of the school at 92% again.

This demonstrates that students are engaged in their learning and taking ownership of their learning. As teachers work to make learning more meaningful, ENL student work is analyzed alongside their peers work to inform instructional gaps that are present. The curriculum is adjusted to reflect areas that need to be revisited and address any misconceptions that may be present. This approach is proving to be successful because the ENL students data overall is improving as per the following data sources

At this time no NYSITELL data is available. However if this data were present, we would examine the data in the ENL study group, identify students for tutoring and examine the strengths and weaknesses that the students presented as a result of this assessment.

After accessing the RLAT and Regents scores, the ENL teachers and AP use the scores to determine what classes and assessments are still needed. Student programs are adjusted to reflect recommendations and needs. In order to effectively address student needs, we are programming students in accordance to their test performance in the previous year, within the confines of CR Part 154.2. Therefore, we are using the data to not only drive instruction but to also program effectively and in accordance with CR Part 154.2. For example, two ENL teachers are co teaching in the Global, Math and Science classrooms for the 2018-2019 school year.

Curriculum will be adjusted to address learning gaps by identifying specific resources and strategies in collaboration with school leadership and the ENL study group. Individual ENL student work will be examined once a month in English and Social Studies beginning in November 2018. Student work and revisions will be documented and kept to evaluate future progress. Pedagogical approaches resources, scaffolds and strategies will be indicated based on the ATLAS and or EAA protocols. Teachers will inter visit using the Peer Collaborative Teacher model. For the 2018-2019, based on the examination of data for ENL as a group, the following approaches and strategies will be used, formative Assessment strategies from the Core Collaborative, AVID reading and writing strategies, Language objectives aligned with the Common Core learning target, and Hochman method to hone writing skills, especially in Global History. (Hochman is pending)

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?
Baseline assessments are the NYCDOE BOY Assessment, RLAT/NYSESLAT. Benchmark assessments also include regents based prompts for the English and Global regents.

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

Teachers use looking at student work protocols, identifying next steps (interventions). Check in dates (calendar dates for looking at student work and evaluations) are embedded into the teacher teams in English and will be implemented into the Global History in 2017-2018. Interventions will draw from the ENL Professional Development SIOP/AVID methodologies, Speaking and Listening strategies developed in March 2017 during the Core Collaborative Evidence Walk and Professional Development Interventions can include small group and one to one interventions, as well as the formative assessment strategies gathered from the Core Collaborative. Structures to support this work are weekly teacher team meetings and daily common planning sessions for ENL and content area teachers working in the integrated setting. Assessment findings for ENL students are disseminated through a presentation to the SLT and ongoing presentations to content area departments. Building on the summative data from 2018, for the 2018-2019 school year, teachers will continue to leverage the formative assessment process and the use of actionable feedback and learning progressions to build the capacity of ENL students to act on feedback from the teacher and peer and self assess. Teachers are also unpacking the CCLS in order to improve teacher clarity and focus learning on standards aligned learning objectives and language objectives (i.e., how will students use language to access and work towards mastery of the learning target.)

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.]

Using the NYSESLAT (RLAT) EDAT Data as well classroom assessments, supports and interventions for ENL students, ENL teachers will begin to create an intervention plan for each ENL student for the 2018-2019 school year. The intervention plan will be guided by continued cycles of Looking at Student work after interventions have been implemented. For the 2018-2019 school year, selected ENL students will have a portfolio tracking progress in ELA and Social Studies which includes the strategies and interventions implemented. Teachers in the integrated setting will also utilize learning progressions (levels on state rubrics), actionable feedback and student goal setting.

ENL students who need extra support in specified content areas are identified for Title III and Tutoring in content areas. At risk ENL students are also targeted to attend Title III and NYCID tutoring program to further support their academic growth.

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].)

ENL study group and AP examine the NYSESLAT results at the beginning of the year and the report card and regents data in February. These ENL study group. At this time no NYSITELL data is available. However if this data were present, we would examine the data in the ENL study group, identify students for tutoring and examine the strengths and weaknesses that the students presented as a result of this assessment.

Teachers will continue to use Looking at student work protocols and continue to identify next steps (interventions). Check in dates (calendar dates for looking at student work and evaluations) are embedded into the teacher teams in English and will be implemented into the Social Studies teams 2018-2019. Curricula will be adjusted to address learning gaps using the targeted strategies drawn from the ENL Professional Development SIOP/AVID methodologies, Speaking and Listening strategies developed in March 2017 during the Core Collaborative Evidence Walk and Professional Development. Structures to support this work are weekly teacher team meetings and daily common planning sessions for ENL and content area teachers working in the integrated setting.

RLAT language proficiency levels, REDS Item analysis, the EDAT tool and Regents exams are used to inform ENL instructional planning and intervention. Students are also programmed using these results to provide academic support. One example would be double English classes for those students who are preparing to take the Regents exam. ENL students who need extra support in specified content areas are also identified for Title III and Living Environment. At risk ENL students are also targeted to attend Title III and NYCID tutoring program to further support their academic growth.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Structures in place to disseminate findings are the weekly teacher team meetings, School Leadership Team meetings, PTA Meetings and PD Committee Meetings.

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.
      1. (Freestanding ENL)

      ENL students are placed in Gen Ed, ICT or self contained classes with mixed proficiency levels. As of the 2017-2018 school year, McKee High School will follow CR Part 154 and program students based on each student’s proficiency level to provide the mandated number of minutes in both the ENL Stand alone and ENL/ELA Integrated settings. In the integrated courses, the ENL teacher and the content area teacher will co-teach and work together collaboratively to implement high quality “scaffolded” and differentiated instruction for all students, especially ENL students. Structures to support this work are weekly teacher team meetings, daily common planning sessions and professional development. Strategies and methods include SIOP resources for Language Objectives that are aligned with the CCLS, AVID close reading and engagement strategies and Core Collaborative Formative Assessment Strategies based on Learning Target (unpacked CCLS and success criteria)

      In the stand alone class students will work with the ENL teacher to explicitly develop literacy skills in English so that students can succeed in Core Content Courses. As per CR Part 154, a student’s proficiency level will dictate the number of minutes.

   b. TBE program. If applicable.
      At this time, McKee CTE High School does not offer a bilingual program.

   c. DL program. If applicable.
      At this time, McKee CTE High School does not offer a dual language program.

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

      McKee High School ensures that ENL students receive the mandated number of instructional minutes by having the programmer, Assistant Principal and the ENL coordinator collaborate to ensure that all ENL students are appropriately placed in a stand-alone and/or an integrated course. McKee has a stand-alone ENL program, therefore as per CR Part 154.2, the ENL instructional minutes are delivered as follows:
• Entering (9-12) receive 540 minutes per week of both ENL and integrated ENL/ELA/ or content area
• Emerging (9-12) receive 360 minutes per week for both ENL and integrated ENL/ELA/ or content area
• Transitioning and Expanding (9-12) receive 180 minutes per week of both ENL and integrated ENL/or content area.
• Commanding (9-12) Receive 90 minutes per week of integrated ENL/Content Area.

In order to provide explicit minutes of ENL instruction, as of the 2017-2018 school year, McKee High School will follow CR Part 154 and program students based on each student’s proficiency level to provide the mandated number of minutes in Global history, ENL Stand alone and ENL/ELA Integrated settings. In the integrated courses, the ENL teacher and the content area teacher will co-teach and work together collaboratively to implement high quality “scaffolded” and differentiated instruction to engage all students in learning which also include the ENL 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.  

ENL Integrated  
McKee ENL students will be placed in general education, ICT or self-contained content area courses inclusive of English, Math, Science, and Social Studies. All courses are delivered in English; however, scaffolds and differentiation strategies are part of daily instruction to ensure that all students are engaged in learning the content. All curriculum and instruction is common core aligned. McKee teachers will use AVID methodologies reflective of WICOR, Writing, Inquiry, Collaboration, Organization and Reading and SIOP strategies. Attention to WICOR strategies will provide opportunities for students to read, listen, speak and write. Teachers will devise language objectives aligned to content, use visual aids, graphic organizers and audio support as well as focusing on academic and content area vocabulary. Additionally, ENL integrated teachers and content teachers will differentiate instruction for ENL student using whole class, small group and one to one approaches.

McKee implements AVID, SIOP and Core Collaborative methodologies in all classes. Teachers focus on inquiry based student centered instruction with multiple opportunities for students to grapple with content via the speaking/listening and reading and writing standards. Teachers will use collaborative student to student discussions, specifically designed to promote language proficiency, sentence frames, and AVID process and timed writing strategies. Teachers will also look at student work using the Inquiry Process, identify student needs and then indicate strategies and interventions for all students, especially ENL students.

ENL Stand Alone instruction will focus on developing English Language Skills so that students can succeed in core content areas. The Stand Alone ENL teacher will use instructional methods from ASCD, Moving From Spoken to Written Language with ENL (Ivannia Soto), Core Collaborative Impact Team work, Monthly ENL check ins in the content area, AVID text interaction strategies.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
McKee ENL students will be appropriately evaluated in their home language throughout the year in the following ways:
1. If Spanish is identified as the home language, incoming students will be provided with the NYSITELL examination.
2. ENL students will take practice New York State Regents Examinations (other than English), in their home language or with side by side translations based on student choice. This will provide a benchmark data and determine if reading the exam in the home language will support student outcomes.

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**

SIFE: Will provide small group instruction and activities in both English and the home language to the extent possible. A bilingual peer will be identified. Through the use of HMH Collections text, ENL and content area teachers can provide differentiated readings for students. Each Collections unit has a close reader with less complex text and additional scaffolding. Teachers will use AVID and SIOP strategies employing all the modalities as well as content glossaries in the home language. Alternate texts in the home language will be provided to the extent possible. Student work will be examined in the teacher team meetings following establish protocols. Appropriate strategies and interventions will be identified. Content area and academic vocabulary instruction will be planned and implemented. The Impact Team Model and SRI Protocol will be utilized and student work will be examined with strategies and interventions identified and progress monitored in the various teacher teams.

NEWCOMER: McKee will provide small group instruction and identify a bilingual peer, if available, and provide a glossary in the home language for the content area and differentiated texts and materials. Teachers will implement AVID Strategies. Using the Impact Team model, ENL teachers will provide internal PD for content area teams in implementing ENL strategies from AVID, Collections, Core Collaborative and SIOP. Student work will be examined in the teacher teams. Needs, strategies and interventions will be identified and student progress monitored by the teacher team.

DEVELOPING: McKee will provide differentiated activities using AVID, SIOP strategies, and Karen Hess’ Rigor Matrix as well as Costa’s level of Questions, graphic organizers, visuals, and plan instruction that provides multiple opportunities for students to grapple with content in all four modalities. Student work will be examined in the teacher teams. Needs, strategies and interventions will be identified. Student progress will be monitored.

**LONG TERM:**

The percentage of LTE students has decreased from 61% in the 2013-2014 school year, 54% in the 2014-2015 school year. Presently, the percentage of LTE is 50%. The Assistant Principal and ENL teachers will, together with Guidance staff, work as a team to implement a plan to address the lack of progress or “flat profile” of our long term ENL students in terms of new language acquisition.

In October, using an Inquiry protocol, the team will look closely at the NYSESLAT data for all LTE students as well as examine the past achievement of the LTE students. This examination will be thorough and include analysis of the language, experiential background, individual learning style, family education history, and external or environmental factors. Under the guidance of the AP, content teachers and ENL teachers will analyze curriculum maps for strategies that can be implemented to strengthen engagement and opportunities for success for ENL students. Lessons will be revised to address the identified needs of our LTE students for literacy acquisition and development.

FORMER ENL: McKee will provide Former ENL students with ongoing support in the form of AVID and SIOP strategies and Write Path Methodologies as well as continued focus on academic and content area vocabulary. Student work will be examined in the teacher teams to increase collective teacher efficacy and therefore ensure greater student success. In order to meet student needs, strategies and interventions will be identified and student progress monitored.

**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?**

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

- AVID strategies such as Cornell Notes, Marking the text, text dependent questions WICOR activities, (Writing, Inquiry, Collaboration, Organization and Reading)
- AVID Write Path Methodologies supporting writing to learn and process writing.
- Collections close reading and differentiated strategies for ENL and SWD students (citywide curriculum selection)
- Differentiated strategies learned by ENL teachers at Staten Island Borough Support Center Series Differentiating Instruction for ENL students
- SIOP Strategies
-Language Objectives aligned with content in ELA and Social Studies
- Core Collaborative Formative Assessment strategies

Materials include: Collections for ELA, New Visions Global History and US and Science.

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?

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

-Use of the common core and the six instructional shifts as the base for ENL, ELA and content area instruction in the least restrictive environment.
- Increase use of multicultural materials and resources. (Collections)
- more effective use of adaptive technology
- ICT and integrated setting where ever possible.
- Ongoing professional development ( AVID, Collections, Core Collaborative, SIOP and Differentiation for ENLs
- ongoing review of students’ IEP goals and student work analysis to inform instruction and the appropriate scaffolds and differentiation

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.

Targeted Intervention programs are tailored for SIFE, Entering ENL students as well as Long Term ENL.

In September, using an Inquiry protocol, the team will look closely at the NYSESLAT data for all LTE students as well as examine the past achievement of the LTE students. This examination will be thorough and include analysis of the language, experiential background, individual learning style, family education history, and external or environmental factors. Under the guidance of the AP and ENL curriculum maps will be strengthened and revised to address the identified needs of our LTE students for literacy acquisition and literacy development.

FORMER ENL: McKee will provide Former ENL students with ongoing support in the form of AVID strategies and Write Path Methodologies as well as continued focus on academic and content area vocabulary. Student work will be examined in the teacher teams. Needs strategies and interventions will be identified and student progress monitored.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For the 2016-2017 school year McKee will implement a more structured and strategic plan for intervention especially for our LTE students, leveraging the information on the EDTA. This plan will revolve around two main points; specific evidence of advanced planning and implementation for planned interventions based on Looking and student work and on going student work portfolio in English and Social Studies. Academic and content area vocabulary and regular examination of student work will happen in all teacher teams. The examination will lead to identified needs, strategies and interventions that will be couched in the strategies from AVID, CAL and Collections resources and strategies and formative Assessment strategies from the Core Collaborative. Another aspect of the planned strategy will be to increase outreach to the homes of chronically absent LTE students in collaboration with Pierre Ovalles, Community Associate. Additionally, the ELA department will continue the implementation of the use of the Collections Literature Circles that offer an array multi cultural texts.

Based on the success of the AVID Program which offers an common core aligned student centered curriculum

10. If you had a bilingual program, what was the reason you closed it?

At this time there are no programs or services that will be discontinued.

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

In collaboration with NYCID, McKee will translate all materials about school programs in the home language. In this. Students will have access to theater, gaming, tutoring, and a large range of collaborative activities. In addition to the translation of all letters and signage will be translated into the home languages of our ENL parents and Pierre Ovalles will conduct phone
outreach in Spanish or with an interpreter from Translation. ENL teachers will also be included in all disseminated information about programs, as another vehicle to include ENL students.

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.
   Instructional Materials will include
   - Collections videos for students and ENL scaffolds/strategies built into the curriculum
   - Smart board technology
   - I pads with key boards
   Document Cameras (ELMOS)
   Patterns of Interactions Social Studies multi language glossaries and translated Spanish text
   - New Visions Curriculum for Social

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Home language support is delivered at McKee High School ENL program through the use of bilingual glossaries an school year bilingual word walls as well as translated texts in Social Studies (Spanish). Newcomer and SIFE students are paired with a student who is literate in the home language during class activities, to the extent possible. ENL teachers devise and implement language objectives aligned to the content in ELA and Social Studies

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   At McKee teachers will plan and implement differentiated instruction. Teacher teams collaborate to make sure that all services and resources are provided to students and that these services and resources correspond to the students age, grade proficiency level.

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?
   Our school does not share a building.

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).
   Beginning with the summer following the school year 2015-2016, McKee will facilitate a new student orientation in May. A school leader and the ENL teacher or bilingual staff member will present all the opportunities students will have at McKee High School. The ENL teacher will pair a newly enrolled ENL student with a peer mentor who speaks the student’s home language, if possible. Mr. Ovalles, Community Associate will be the point person for aligning for newly enrolled ENL students.

17. What language electives are offered to ELLs?
   American Sign Language

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) EPIs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   Paste response to question here:
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?

Through the 2017-2018 school year as per the requirements of CRPart 154.2, ENL staff at Mckee will receive ENL specific professional development off site. The ENL teacher will turnkey the information to the staff during the teacher teams. 50% of the ENL teacher's PD will be ENL specific.

Teachers of ELLs will receive PD focusing on AVID strategies focusing on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) CAL strategies, Differentiated Instruction for ENL (Staten Island Borough Support Center). The ENL teacher and ELA teachers attended the Collections PD in August which featured strategies for ENL and SWD students focusing on formative assessment strategies (Core Collaborative) and academic vocabulary and close reading of complex text. The ENL teacher will attend PD associated with the City Wide Curriculum Collections on November 15th - Kylene Beers and Lydia Stack (ENL). The ENL teacher will turnkey the information to content area teams during the weekly team meetings.

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.

The ENL teacher and guidance counselors will work collaboratively to assist ENL students as they transition from middle to high school. The ENL teacher and counselors, facilitated by the AP Humanities and AP Guidance, will discuss individual student needs as they transition including appropriate programming and additional support that students may need.

As of the 2015-2016 school year McKee High School will meet the Professional Development requirements of CR Part 154.2 by ensuring the following:

- The ENL teachers will turnkey strategies and best practices for supporting ENL students to the staff.
- Of the staff's yearly professional development, at least 15% will focus on integrating (planning and implementing) language and content instruction for ENL students.
- The ENL teacher will attend high quality workshops and professional development on best practices for supporting ENLs.
- Of the ENL teacher's professional development, at least 50% will be dedicated to language acquisition in alignment with the common core and with core content area instruction for ENL students.

For the 2018-2019 school year, ENL teachers will turnkey learning in the teacher teams and in interdisciplinary department teams. For example, the Hochman method strategies will be shared by ENL teacher Mr. Zayer, with the Science and Social Studies Department in January 2019.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to multiple ENL parent focused meetings throughout the year. Meetings are scheduled for the beginning of the school year to inform parents regarding program choice and services. Meetings are also offered on Saturdays, evening and afternoons. ENL parent meetings are also offered before the NYSESLAT in the Spring. ENL Data and action plan meetings are presented by ENL teachers and colleagues at the SLT and PTA Meetings.

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, Sharon Alicia Henry, 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-interruptedinconsistent-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:** McKee High School  
**School DBN:** 31R600

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

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<th>Name (PRINT)</th>
<th>Title</th>
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<tr>
<td>Sharon Henry</td>
<td>Principal</td>
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<td>Noreen Mullen</td>
<td>Assistant Principal</td>
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<td>Pierre Ovalles</td>
<td>Parent Coordinator</td>
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<td>Ms. Juanita Ruano</td>
<td>ENL/Bilingual Teacher</td>
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<td>Mrs. Alexandria Lighty</td>
<td>Parent</td>
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<td>Brigid Howley</td>
<td>Teacher/Subject Area</td>
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<td>Joyce Ippolito</td>
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<td>Superintendent</td>
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<td>Kim Seivers</td>
<td>Field Support Center Staff Member</td>
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Other

2018-19 CEP
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 31R600  School Name: Mckee Career & Technical H  Superintendent: Anthony Lodico

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>Pierre</td>
<td>Ovalles</td>
<td>Community Associate</td>
<td>Yes</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 protocols used to assess language preferences of the parent/guardian community for both written and oral communication are described as follows:

   Review the RADL available on the intranet and ATS.
   Review the HLIS for entering students.
   Look specifically at the RAPL, RECF RCON to identify the specific needs for oral and written communication.
   ATS reports are reviewed regularly throughout the year to ensure the written and oral needs assessment is updated and accurate. The reports are reviewed by both the LAC and the Pupil Accounting Secretary.

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>Approximately 198 parent/guardians have indicated that Spanish is the preferred language for both written and oral communication.</td>
<td>198</td>
<td>23.16%</td>
<td>198</td>
<td>23.16%</td>
</tr>
<tr>
<td>Approximately 7 parent/guardians have indicated that Bengali is the preferred language for both written and oral communication.</td>
<td>7</td>
<td>0.82%</td>
<td>7</td>
<td>0.82%</td>
</tr>
<tr>
<td>Approximately 6 parent/guardians have indicated that Chinese (any) is the preferred language for both written and oral communication.</td>
<td>6</td>
<td>0.7%</td>
<td>6</td>
<td>0.7%</td>
</tr>
<tr>
<td>Approximately 0 parent/guardians have indicated that Polish is the preferred language for both written and oral communication.</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Approximately 2 parent/guardians have indicated that Russian is the preferred language for both written and oral communication.</td>
<td>0</td>
<td>0.23%</td>
<td>0</td>
<td>0.23%</td>
</tr>
<tr>
<td>Approximately 1 parent/guardians have indicated that Sinhalese is the preferred language for written and oral communication. All languages listed, except Sinhalese is one of the 9 covered languages in the NYCDOE.</td>
<td>1</td>
<td>0.12%</td>
<td>1</td>
<td>0.12%</td>
</tr>
<tr>
<td>Approximately 6 parent/guardians have indicated that Urdu is the preferred language for both written and oral communication.</td>
<td>5</td>
<td>0.58%</td>
<td>6</td>
<td>0.7%</td>
</tr>
<tr>
<td>Approximately 2 parent/guardians have indicated that Albanian is</td>
<td>2</td>
<td>0.23%</td>
<td>2</td>
<td>0.23%</td>
</tr>
</tbody>
</table>
the preferred language for both written and oral communication.

Approximately 7 parent/guardians have indicated that Arabic is the preferred language for both written and oral communication.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>7</td>
<td>0.82%</td>
<td>6</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Approximately 1 parent/guardians have indicated that Mandarin is the preferred language for both written and oral communication.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>1</td>
<td>0.12%</td>
<td>1</td>
<td>0.12%</td>
</tr>
</tbody>
</table>

Approximately 1 parent/guardians have indicated that Thai is the preferred language for both written and oral communication.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>1</td>
<td>0.12%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Approximately 1 parent/guardians have indicated that Turkish is the preferred language for both written and oral communication.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkish</td>
<td>1</td>
<td>0.12%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Approximately 1 parent/guardians have indicated that Ukrania is the preferred language for both written and oral communication.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukrania</td>
<td>1</td>
<td>0.12%</td>
<td>1</td>
<td>0.12%</td>
</tr>
</tbody>
</table>

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>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>The school will hold face to face meetings with parents/guardians on the following days:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome Back PTA Meeting</td>
<td></td>
<td>In-house interpretation, will solicit an interpreter from the Translation and Interpretation Unit if necessary.</td>
</tr>
<tr>
<td>Regular PTA meeting</td>
<td>Throughout the school year, between September and June</td>
<td>In-house interpretation, will solicit an interpreter from the Translation and Interpretation Unit if necessary.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>March 10-11th</td>
<td>In-house interpretation, will solicit an interpreter from the Translation and Interpretation Unit if necessary.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November 19th and 20th</td>
<td>In-house interpretation, will solicit an interpreter from the Translation and Interpretation Unit if necessary.</td>
</tr>
<tr>
<td>Parent Engagement Workshops</td>
<td>Throughout the school year, between September and June</td>
<td>In-house interpretation, will solicit an interpreter from the Translation and Interpretation Unit if necessary.</td>
</tr>
<tr>
<td>ENL Parent Meetings</td>
<td>Throughout the school year, between September and June</td>
<td>In-house interpretation, will use Language Line if necessary.</td>
</tr>
<tr>
<td>Parent Visits</td>
<td>Throughout the school year, between September and June</td>
<td>In-house interpretation, will use Language Line if necessary.</td>
</tr>
</tbody>
</table>

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

We will utilize the school resources, such as BlackBoard connect and the Language Line, to reach all limited-English-proficient parents when a school emergency arises.

**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.

All staff members will be reminded of the importance of the goals outline in Chancellor’s Regulation A-663. To that end, we will continue to provide them access to the Language Line and in-house interpretation, as well as in-house translation and interpretation. There will be opportunities to go over this theme during the Professional Development Sessions that take place during the school year on a weekly basis.
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.)

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

Part 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?

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