



**METROPOLITAN CORPORATE ACADEMY
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 15K530

ADDRESS: 362 SCHERMERHORN ST., BROOKLYN, NY 11217

TELEPHONE: 718-222-6200

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K530 **SCHOOL NAME:** METROPOLITAN CORP. ACADEMY

SCHOOL ADDRESS: 362 Schermerhorn Street

SCHOOL TELEPHONE: 718-222-6200 **FAX:** 718-222-6296

SCHOOL CONTACT PERSON: Lennel George **E-MAIL ADDRESS** Lgeorge8@schoo
ls.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lennel George

PRINCIPAL: Lennel George

UFT CHAPTER LEADER: Christopher Renaud

PARENTS' ASSOCIATION PRESIDENT: Adela Gibson, Yvette Simon, Co-Presidents

STUDENT REPRESENTATIVE:
(Required for high schools) Wanta Baptiste

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** CLSO

SSO NETWORK LEADER: Joanne Meijas

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lennel George	Principal or Designee	
Chris Renaud	*UFT Chapter Chairperson or Designee	
Adela Gibson, Yvette Simon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ingrid Pacheco	Member/Parent	
Dalia Rodriguez	Member/Parent	
Beveth Ogarro	Member/Parent	
Alex Jones	Member/Teacher	
Juliette Walker	Member/Teacher	
Chris Renaud	Member/Teacher	
	Member/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

We see MCA as a small, personal learning community in which every member is valued and respected. Within this family-oriented environment, students will develop the skills, attitudes and values to become full, active participants in our school and society.

Mission

The mission of Metropolitan Corporate Academy is to provide every student with a standards-based instructional program and opportunities for meaningful experiential learning. In conjunction with Goldman Sachs and other partners, MCA offers mentoring programs, internships, field trips and community service projects. Through a cooperative team approach and a safe environment conducive to close personal interaction, students are empowered to develop creativity, self-respect, responsibility and critical thinking skills.

Metropolitan Corporate Academy High School is situated in the Fort Greene section of Brooklyn, New York. This small learning community is comprised of grades nine through twelve and serves a population of approximately 392 African-American and Latino students. While the majority of these youngsters live in the surrounding neighborhoods, a small number come to us from Queens, Manhattan and the Bronx. MCA is housed in a 169 year old landmark building that also houses the School for Career Development.

According to the latest available ethnic data, 1% of the students are White, 84% are Black, 13% are Hispanic and 2% are Asian. Approximately 16% of the students have Individualized Education Plans (IEPs), with most of these youngsters receiving Special Education Teacher Support Services (SETSS). In addition, 1.9% of the students are English Language Learners (ELLs) with Spanish the dominant language. The majority of MCA students are from low-income families with more than 79% eligible for free lunch.

MCA currently houses three (3) ninth grade, five (4) tenth grade, three (4) eleventh grade and three (3) twelfth grade classes. **Average class size currently ranges from twenty-two (22) in the ninth grade to twenty-twenty-five (25) in the twelfth grade.** Most classes are heterogeneously grouped.

The student body of Metropolitan Corporate Academy is served by more than forty (40) professionals and support staff, including one (1) principal, two (2) assistant principals, twenty-six (22) teachers, one (1) social worker/guidance counselor, one (1) guidance counselor, two (2) secretaries, one (4) paraprofessional, (7) school aides, one (1) parent coordinator, five (5) school safety officers and two (2) additional part-time service providers.

A major area of concern at Metropolitan Corporate Academy is the low academic achievement of many of its students as measured by results on State assessments. Current strategies for improving instruction and student performance in English include the hiring of an Aussie to provide professional development for English, the addition of Achieve 3000 and the adoption of an interdisciplinary curriculum. Achieve 3000 provides intensive support for preparing students for Regents exams through this leveled reading intervention program that has been proven to increase student reading scores and thus student achievement. Teachers are meeting weekly to discuss student work and regularly coordinate activities to promote schoolwide literacy. In addition, teachers regularly attended professional development from the CLSO and participate in intervisitations. The school's restructuring plan is to infuse literacy throughout the curriculum through an interdisciplinary approach.

The current English Language Arts program provides a rich learning environment that is student-centered, developmentally appropriate and literature based: It supports cultural diversity and encourages a climate of shared inquiry, risk taking and appreciation of literature. Through a variety of instructional strategies, students learn to use language to construct and shape knowledge and to develop their creative selves. Further, youngsters look at language through a global perspective, understanding how it is shaped by cultural, social and geographic influences.

Current strategies for improving instruction and student performance in mathematics include the use of the math coach. In addition there has been more integration of curriculum materials from the Algebra's Cool, Flashmaster, Examgen, Scantron and Regents prep publishers such as Barron's. Lessons are enriched with the use of various manipulatives such as integer chips, algebra tiles, geometric models, tessellation tiles, measuring tools, origami and folding techniques, geoboards. Standard tools such as the compass, protractor, scientific calculator and graphing calculator are used when required. The delivery of instruction is further enriched by the implementation of various modalities such as the Johnson and Johnson model of cooperative learning. In addition to providing test taking strategies and Regents preparation, the new approach includes an intensive on-going professional development component for teachers and administrators. A pacing and alignment calendar is also provided.

In social studies, all courses incorporate New York State's content standards as well as the ELA performance standards in reading, writing, speaking, listening, viewing, conventions, grammar usage, literature, public documents and functional documents. Document-based learning, research projects, assessing textbook narratives, interpreting maps, charts and graphs help students acquire the necessary skills and content essential for social studies literacy. In 2009-2010, this approach will continue to be supplemented by a comprehensive strategy designed to improve student performance on the state assessment. Components of this program will include the development of pacing calendars, regular strand meetings, professional development in curriculum development and instructional strategies, intensive use of Regents review materials and an emphasis on effective test-taking strategies.

The current English Language Arts program provides a rich learning environment that is student-centered, developmentally appropriate and literature based. It supports cultural diversity and encourages a climate of shared inquiry, risk taking and appreciation of literature. Through a variety of instructional strategies, students learn to use language to construct and shape knowledge and to

develop their creative selves. Further, youngsters look at language through a global perspective, understanding how it is shaped by cultural, social and geographic influences.

Technology is integrated into all disciplines with the addition of a new computer lab to our existing two . Teachers receive training in use of technology. Students in ELA, social studies and science classes use our computer equipment to enhance their learning of content and to develop their skills. A major element of our technology program is the MOUSE program. MOUSE provides training for students in the maintenance of our computer equipment and lab. Students receive expert instruction in basic network administration and trouble shooting skills. In addition, we now have a computer technician on staff to provide daily service and support for our faculty and students.

Academic Intervention Services are provided for all students who need additional support in the areas of ELA, mathematics, social studies and science. After-school and lunch time tutorials provide youngsters with an opportunity to enhance their literacy and numeracy skills and prepare for the rigorous Regents assessments. In addition to these sessions, we offer Saturday and PM school classes in ELA, mathematics and Spanish for further academic support. Outside the classroom, guidance services are available to assist youngsters experiencing academic and or personal difficulties. Consistent with the New Continuum, teachers continue to work closely with the special education teacher, providing lesson materials and reviewing modified instructional strategies.

During the spring semester, professional development was provided through regular staff and team meetings. For the ninth, tenth and eleventh/twelfth grade teams, professional assistance was also provided by an Aussie coach for global studies and English. A Literacy Coordinator supported the literacy efforts of all instructors and individualized assistance was provided by the principal and assistant principal through the clinical observation process.

This year, the federal, state and local programs for which our school receives allocations are: Tax Levy, Title I, PCEN, IDEA. In addition, MCA utilizes a sizable SINI Grant to support programs in ELA, Mathematics and Science.

This year, considerable effort is being focused on strengthening home-school relationships at MCA. Although some progress has been achieved in the area of increasing parental involvement in school activities (e.g. trip chaperones), much work needs to be done. The efforts of our parent coordinator have helped in this most important area

Since its founding, MCA has benefited immensely from collaborations with community-based organizations as well as business, cultural and educational institutions. We work closely with Goldman Sachs, the Prospect Park Alliance, the Council for Unity, Hospital Audiences, Caribbean Cultural Society, New York City Technical College, and Junior Achievement of New York. These institutions provide mentoring, community service opportunities, college and career programs, College Now classes, arts programs, academic intervention and counseling services.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Metropolitan Corporate Academy High School							
District:		15	DBN:	15K530	School BEDS Code:	331500011530			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			73.9	79.2	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			90.3	90.2	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	0	0			68.2	68.2	TBD
Grade 8		0	0	0					
Grade 9		177	120	132	Students in Temporary Housing - Total Number:				
Grade 10		123	149	103	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		49	62	110			3	26	TBD
Grade 12		50	51	63					
Ungraded		1	1	0	Recent Immigrants - Total Number:				
Total		400	383	408	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							4	1	1
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		25	30	42	Principal Suspensions		11	14	TBD
# in Collaborative Team Teaching (CTT) Classes		11	11	7	Superintendent Suspensions		12	2	TBD
Number all others		22	23	17					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants							N/A	0	0
Early College HS Program Participants							0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		24	24	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		9	8	7					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	1	Number of Administrators and Other Professionals	7	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	27	19	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	40.0	58.3	TBD
				% more than 5 years teaching anywhere	48.0	62.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	76.0	83.0	TBD
American Indian or Alaska Native	1.2	1.0	1.2		85.6	88.2	TBD
Black or African American	83.8	79.1	78.9				
Hispanic or Latino	12.8	17.2	16.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.8	1.0				
White			0.0				
Male	48.2	48.8	50.5				
Female	51.8	51.2	49.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2					√	
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	X	X		X	X	X	57
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				X	X		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject	0	0		0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	D	Overall Evaluation:	Δ
Overall Score:	43.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Δ
School Environment:	7.2	Quality Statement 2: Plan and Set Goals	Δ
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	Δ
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals	Δ
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	Δ
Student Progress:	26.6		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	0		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 – = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

SECTION A.1: Analysis of Student Achievement and Program Effectiveness

1. ENGLISH LANGUAGE ARTS

Summary of Data Analysis/Findings for ELA from Progress Report, Quality Review, etc.

An analysis of cohort performance in ELA over the two year period from 2007-2009 indicates the following:

The school has made very small gains in the number of students passing the ELA exam each year with a 65 and above. The school has been identified by the State as not meeting AYP in English for three groups: All students; African-Americans and Economically Disadvantaged students. Most of the students are scoring at level 1 and 2. Cohort performance in ELA for the 2008- 2009 school year showed that 50 were level 1;16 were level 2;47 were level 3 and no level 4.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program:

- Continued use of reading and writing consultants to strengthen instructional strategies that have, in the past, contributed to excellent results in the percentage of students meeting the ELA graduation requirement.
- The continued implementation of a ninth grade literacy program for all students, including those in special education.
- Continued provision of Academic Intervention Services for all students who are not meeting state standards.
- Classroom libraries in all subject area classrooms on all grade levels.
- Reinforcement of literacy strategies by all content area teachers.
- Intensive professional development for all teachers in the following areas:
 1. Effective strategies for teaching reading through the content areas.
 2. Effective use of a ninety-minute core block
 3. The use of specialized strategies to meet the needs of special education students.
- Regular meetings of ELA teachers to discuss instructional strategies and curricula matters.
- The hiring of an Aussie to work with ELA teachers.
- Achieve 3000

2. MATHEMATICS

Summary of Data Analysis/Findings – Math

An analysis of cohort performance in mathematics over the three-year period from 2003-2005 indicates the following:

The percentage of students meeting graduation requirement (based on Regents examinations) in mathematics dropped from 67.8% for the 2003 cohort to 60.3% for the 2004 group. The percentage then rose significantly to 84.5% for the 2005 cohort. To date for this year's cohort, 54% passed math regents with 65 and above. We project that this percentage could go as high as 74%. Though this is a decline over the 84% passing rate of the 2005 cohort, 40% of those students passing in this year's cohort (with a 65 and above) are in the lowest third citywide and 10% of them are special ed. Students.

An analysis of cohort 2005 performance by student category/subgroup indicates the following:

The percentage of Black students in the cohort meeting the mathematics graduation requirement was 88.1%.

The percentage of General Education students meeting graduation requirements was 89.4%.

The significant rise in the three-year cohort results indicate dramatically improved student performance for Black and all general education students. In terms of Accountability Status, Black students achieved a PI of 151 in mathematics, well above the Effective AMO of 126. These results may be attributed to the implementation of the Prentice Hall Math A program and

diligent efforts of our full time Math Coach. Continued intensive professional development in math by a Math Coach.

Implications for the Instructional Program

Based on our analysis of the data, and all relevant findings, the following are implications for our mathematics instructional program:

- Continuation of instructional strategies that have proven effective in helping students meeting the mathematics graduation requirement.
- Continued provision of Academic Intervention Services for all students who are not meeting state standards.
- More intensive professional development opportunities for teachers of special education students.
- Content area teachers will reinforce numeracy strategies.
- Intensive professional development for all teachers in the following areas
 1. Effective strategies for teaching numeracy through the content areas.
 2. Effective use of a ninety-minute block in mathematics classes.
 3. The use of specialized strategies to meet the needs of special education students.
 - 4. The use of technology in all math classes.**
- Regular meetings of mathematics teachers to discuss instructional strategies and curricula matters.
- Increased emphasis on Regents review strategies and materials (e.g., Barron's)
- Use of a pacing and alignment calendar.
- Individualized programming based upon student ability, including the offering of both remedial and advanced (Math B) courses.

3. SCIENCE

Summary of Data Analysis/Findings – Science:

An analysis of the data sources reviewed in the area of science indicates the following:

A 9.4% increase in student performance on the ninth grade Living Environment Regents exam.

School benchmark tests in science are comprised of Regents-type items and reflect the New York State Standards.

Lessons in science involve varied strategies addressing the diverse learning styles of youngsters.

All science teachers are severely hampered by the lack of standard science lab facilities.

Implications for the Instructional Program

Based on our analysis of the data sources, the following are implications for our instructional program in science:

- Continuation of instructional strategies that have proven effective in the past.
- Continued professional development in planning and teaching lessons for 55 minute periods with a particular focus on the mini lesson segment.
- Purchase and maintain adequate supplies of new texts, **regents review materials** as well as materials and equipment for science lab activities.
- Intensive professional development and mentoring for inexperienced teachers with a focus on management, alternative strategies and the workshop model.
- Provide opportunities for teachers to visit exemplary experienced science teachers in other schools.

4. SOCIAL STUDIES

Summary of Data Analysis/Findings – Social Studies:

An analysis of the data sources reviewed indicates the following: Many students are failing the Global Regents or taking three years to pass it.

Most school benchmark tests accurately reflect the short-answer and essay items found on the Regents.

Most lessons reflect Regents standards in social studies and involve a variety of teaching strategies.

Homework assignments include Regents level document-based activities.

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in social studies:

- Intensive review of student performance on Regents examinations to identify areas of weakness.
- Intensive professional development in the following areas:
 1. Development of Regents level assessments and homework assignments.
 2. Alternative teaching strategies.
 3. Strategies to improve literacy skills.
 4. Implementation of the workshop model.
- Provision of Regents prep sessions several weeks prior to the exams.
- Extensive use of Regents review materials including previous exams and resources on test taking strategies.
- Acquisition of primary source and Regents review materials for use in Global IV and U.S. History II classes.

5. FOREIGN LANGUAGE

Data Analysis/Findings- Foreign Language:

An analysis of the data sources reviewed indicates the following:

Lessons and assessments reflect Regents standards.

Varied instructional activities are implemented on a regular basis

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in foreign language:

- Continued implementation of varied instructional strategies.
- Continued use of Regents level assessments.
- Regents review prep sessions after school.
- Continued implementation of elective course in Spanish culture and after-school enrichment course.
- Professional development on the implementation of the workshop model.

6. THE ARTS

Summary of Data Analysis/Findings – The Arts:

An analysis of the data sources reviewed indicates the following:

Student performance and interest in after-school instrumental music activities is strong, resulting in the development of student skills.

New music activities provide students with diverse cultural experiences and expose youngsters to a variety of styles.

Chorus established.

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in the arts:

- Implementation of credited PM School courses in music and the fine arts to serve all interested students.
- Utilize newly acquired space (on first floor) for varied arts activities.
- Provide additional opportunities for student musical and dance performances at MCA

SECTION A.2: Analysis of Other Areas Related to Student Achievement

1. CURRICULUM AND INSTRUCTION

Summary of Data Analysis/Findings – Curriculum and Instruction:

An analysis of the data sources reviewed indicates the following:

Ninth grade students demonstrate strength in the mathematical areas of decimals and signed numbers. Weaknesses are evident in fractions, linear equations, geometry and formula substitutions.

Ninth grade students demonstrate weaknesses in the writing areas of organization language, support and conventions.

Current schedule provides significant opportunities for common planning time for grade teams to meet

Current schedule provides sufficient opportunities for earning physical education credit.

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in the area of curriculum and instruction:

- Continued implementation of the uniform curriculum in mathematics and literacy for ninth grade classes.
- Continued implementation of the uniform mathematics curriculum in all tenth grade classes.
- Intensive professional development for new and experienced teachers in the ninth and tenth grades via the Institute for Student Achievement and math coach..
- Provide more extended day programs in literacy and math for students of all grades.
- Continue common planning time.

2. USE OF TECHNOLOGY

Summary of Data Analysis/Findings – Use of Technology:

An analysis of the data sources reviewed indicates the following:

MOUSE students needed to provide effective maintenance of computer equipment in lab, classrooms and offices.

Use of technology by all teachers limited by closing of computer lab due to facility issues.

Additional portable lab has expanded opportunities for integrating technology across all content areas

Limited computer technology course offerings need to be expanded into a more comprehensive sequential program.

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in the area of technology:

- Revitalization of the formerly successful MOUSE program.
- **Intensive professional development for new HSST coordinator and assistant programmer.**
- Professional development for classroom teachers on using technology for more effective school-home communication.
- Develop of a comprehensive technology program (supported by VATEA) consisting of four sequential courses.

Implications for the Instructional Program:

Based on our analysis of the data sources, the following are the implications for our instructional program in the area of professional development:

- **Web Tools Pd through the Teachers Network to introduce teachers to new teaching strategies incorporating technology.**
- **English teachers are all participating in Office of Technology grant-subsidized Renzulli Learning Differentiated Instruction Program: teachers differentiating instruction across the curriculum with Renzulli Learning: Teachers utilizing Renzulli Database to “introduce units, develop student thinking skills, perform research and produce projects; using Renzulli 5 Dimensions of Differentiation and using student profiles to differentiate instruction.**
- **Ongoing professional development aligned with student needs.**
- **Promote literacy across the school through Principal’s Book of the Month Club.**
- **Using California Professional Teaching Standards-focusing on Engaging Students in Learning and Effective Environment.**
- **Participation in ongoing PD through scheduled common planning periods.**
- **Insure that teachers are using tiered assignments and small group instruction.**
- **Insure that teachers are using materials of varied readability and interest; varying tasks in multiple modes and a variety of scaffoldings.**
- **Provide opportunity for inter-visitations within the school and at other schools.**
- **Common rubric for writing in all classes.**
- **Goal setting by teachers for all of their classes.**
- **Appropriate libraries in use in all classes.**
- **Engage the services of experts in the field to facilitate professional development workshops, model teaching strategies, observe teacher practice and conference with teachers.**

5. STUDENT ATTENDANCE

Summary of Data Analysis /Findings – Student Attendance:

An analysis of student attendance indicates the following:

MCA’s attendance dropped over the past three years to approximately 74%.

MCA has had many students on the register who have not been in school for years-long term absences-LTA

Attendance did go up by close to 5% from 69.1% in 2006-2007 to 73.9% in 2007-2008 and in 2008-2009 it went up to 79.6%

Implications for the Instructional Program:

Based on our analysis of the data, the following are the implications for our instructional program in the area of student attendance and retention:

- Continued implementation of a comprehensive attendance plan (copy attached).
- **Continued efforts by attendance teacher, assistant principal and social worker to secure alternative placements for students needing a different learning environment.**
- Continued emphasis on teacher outreach via early morning staff meetings.
- **Implementation of incentive programs for improved and excellent student attendance.**
- **Family Worker will work closely with the Attendance Teacher to monitor all students with less than 85-90% attendance rate.**
- **Set up School Messenger to make daily automated calls to parents**
- **AM and Saturday phone bank.**
- **Offer attendance incentives-movie tickets, certificates, Bulletin board recognition, PA announcements, etc.**
-

6. STUDENT SUPPORT SERVICES

Summary of Data Analysis/Findings – Student Support Services:

An analysis of the data sources reviewed indicates the following:

The provision of guidance services needs to be strengthened.

Increase emphasis on providing college counseling

Two guidance counselors have made an impact on the delivery of guidance services to students.

Implications for the Educational Program

Based on our analysis of the data sources reviewed, the following are the implications for our instructional program in the area of student support services:

- Implement distributive counseling model to alleviate burden on ISA supported counselor.
- Continue implementation of newly established peer mediation program.
- Revamp guidance responsibilities of support services personnel to improve delivery of services.

7. PARENT INVOLVEMENT

Summary of Data Analysis/Findings – Parent Involvement:

An analysis of the data sources reviewed indicates the following:

Parental involvement continues to be poor.

Implications for the Educational Program:

Based on our analysis of the data sources reviewed, the following are the implications for our educational program in the area of parental involvement:

- Parent Association meetings must be well-publicized in advance and include agenda items of interest to parents.
- Parent Association meetings tied to special events (e.g. student presentations, awards etc.).
- More volunteer activities and workshops organized for parents by Parent Coordinator.
- **Hold new student orientation earlier to recruit parents of entering ninth graders for leadership positions.**
 - **Provide workshops at various times to accommodate parents' schedules.**
 - **Provide parents with interest inventory surveys to meet the needs of parents.**
 - **Contact parents to provide positive feedback regarding their child's progress**
 - **Schedule regular meetings with PC, COSA and staff to infuse school wide assemblies/activities with PTA meetings.**
- Strengthen and acquire additional support from current community based organizations, such as Hospital Audiences, Caribbean Cultural Society and New York Care

8. SCHOOL CLIMATE

Summary of Data Analysis/Findings – School Climate:

Based on our analysis of the data sources reviewed, the following are the implications for our educational program in the area of school climate:

Based on the school's Learning Environment Surveys the school made some significant jump in some key areas: Safety and Respect went up by a percentage point over the previous year;, putting us over the 50% percentile of all high schools. In terms of communication the school's went up by 1.2%.

Implications for the Educational Program:

Based on our analysis of the data sources reviewed, the following are the implications for our educational program in the area of school climate:

- Created a second Deans position
- Implementation of more team building activities for staff and students.
- Creation of interest-based student activities (e.g. clubs), especially during lunch periods.
- Work with SSAs to improve their relationships with students.
- **Conduct regular sweeps to reduce number of students in halls after late bell.**
- **Hold daily meetings with Level III to assess security issues on an ongoing basis.**
- **Continue use of In-House Suspension as important element of policy to reduce cutting.**
- **Continue use of color-coded hall passes and log books by all teachers.**

9. SCHOOL FACILITIES

Summary of Data/Analysis Findings – School Facilities:

An analysis of the data sources reviewed indicates the following:

School facilities are deficient in many key areas: auditorium, labs.

Additional space needed for extra-curricular activities, music/art classes and physical education activities.

Implications for the Educational Program:

Based on our analysis of the data sources reviewed, the following are the implications for our educational program in the area of school facilities:

- See alternative space for school-wide assemblies
- Use first floor space for Library and dance floor.

10. GRADUATION RATE

Summary of Data/Analysis Findings – Graduation Rate

An analysis of the data sources reviewed indicates the following:

The graduation rate for 2007 was 48% compared to 51% for the previous year. The graduation rate for 2008 was 47%.

Based on our analysis of the data sources reviewed, the following are the implications for our educational program in the area of graduation rate.

- Provide students with additional opportunities to earn academic credit.
- Provide intensive Regents prep for students to meet the challenge of the required state exams.
- Saturday school and after school programs for credit accumulation.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

School Goal 1: To implement interdisciplinary learning in grade 9-12 with the creation of interdisciplinary teams.

School Goal 2: To provide differentiated Professional Development that will positively impact teachers' growth, instructional practices and student achievement.

School Goal 3: Implement Project PASS- Preparing All Students for Success in order to improve the four year graduation rate. In our last two progress report our graduation rate has declined, going from 48% in 2007 to 47% 2008. Our needs assessment indicate that more and more students are taking five or six years to graduate due to credit accumulation and attendance issues. To address this the school will increase its offering of credit accumulation classes and improve attendance outreach.

School Goal 4: To increase the number of students passing the ELA Regents with a 65 and above. The school's current status is SINI for ELA. Every effort is being made to remove the school from the SINI list.

After conducting our needs assessment the SLT found that all the identified subgroups not achieving success in ELA would benefit from intensive Regents prep afterschool. The goal is that by June 2010 over 80% of all students groups will demonstrate progress by passing the ELA Regents with a 65 and above

School Goal 5: To increase by 5-10% the number of Hispanic students in the lowest third citywide earning 10 credits or more.

	<p>Dissemination of projects to parents on school's Curriculum/Family night in the first month of each semester in order to encourage parent participation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training. After school tutoring to enhance interdisciplinary learning CFE funds use to pay for Math and English teacher as well as ESL teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interdisciplinary projects were successfully implemented and completed by all grade teams.</p> <p>At the end of the year all students will have two completed interdisciplinary projects as part of their portfolio.</p> <p>Interdisciplinary projects are displayed at school annual expo and are displayed throughout the school on bulletin boards.</p> <p>Interdisciplinary curriculum and projects will be posted on schools and on MCA Blogg site</p> <p>Teacher observation reports, AP's reports on visit to interdisciplinary grade team meetings, minutes of those meetings, department goals and action plans.</p>

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide differentiated Professional Development that will positively impact teachers’ growth, instructional practices and student achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ongoing professional development aligned with student needs.</p> <p>Student support services staff will participate in professional development activities both onsite and offsite.</p> <p>Formation of study groups to be aware of research based strategies. Participation in ongoing PD through scheduled common planning periods.</p> <p>Continuous review of student work using set protocols and rubrics.</p> <p>Provide ongoing professional development workshops to improve teachers’ ability to analyze and use data to provide differentiated instruction.</p> <p>Provide opportunity for inter-visitation within the school and at other schools.</p> <p>Engage the services of experts in the field to facilitate professional development workshops, model teaching strategies, observe teacher practice and conference with teachers.</p> <p>Ensure the mentoring service is ongoing and effective in assisting inexperienced teachers.</p> <p>Make training opportunities in research based instructional strategies available to new teachers.</p> <p>Study groups which benefit professional development on the alignment of the standards, curriculum, instruction and assessment.</p> <p>Provide professional development on the alignment of the standards, curriculum, instruction and assessment</p> <p>Continuous review of student work to determine needs.</p> <p>Provide professional development to increase teachers’ knowledge of</p>

	<p>content, student development and understanding of student’s cognitive, linguistic, social and emotional development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 allocation for Professional development Scheduled staff training. After school tutoring to enhance interdisciplinary learning</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Changes in teaching strategies to reflect the skills and strategies garnered at professional development sessions.</p> <p>Employment of instructional strategies that demonstrate understanding of approaches that is appropriate to subject matter and content being taught.</p> <p>Increase student engagement during the instructional periods.</p> <p>Increase use of manipulative and other hands on activities.</p> <p>Increase use of technological resources by most teachers as they become more proficient and confident in the use of technological tools to support learning.</p> <p>More student centered learning and less teacher directed lessons.</p> <p>The use of research based skills and strategies as evidenced through systematic use of the workshop model and attention to learning styles.</p> <p>Increased interest in participating in professional development activities.</p> <p>Increased team effort, collaboration and curriculum consistency across each grade level.</p> <p>Evidence of effective use of instructional time as teachers pace lessons structure transitions and incorporate rituals and routines.</p> <p>Demonstrate knowledge of subject matter content and students’ development. Principal and Assistant Principals observation reports.</p>

Subject/Area (where relevant): All subjects/Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement Project PASS- Preparing All Students for Success- in order to improve the four year graduation rate.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Purposefully align curriculum, instruction, assessment and staff development by: aligning daily instruction with specified learning objectives; providing staff with opportunities for ongoing collaboration and professional development directly related to students achievement; Insure that common planning and interdisciplinary teams are in place.</p> <p>Actively promote a climate of achievement and the use of incentives and celebrations: recognizing student curricular and non-curricular achievements on daily school announcements; provide individual incentives and marking period recognition assemblies for students; publish names of students who meet achievement goals in classroom and school newspaper; share professional learning and achievements at weekly team meetings and department meetings.</p> <p>Structure strong parent partnerships by creating systems for consistent two way communication between home and school: Schools Parent website, insure that all teachers are signed on to website and parents can reach them via site; conduct grade-level parent workshops-Curriculum/ Family Night; teachers will post homework and assignments and projects on website for students and parents.</p> <p>Support students who need additional help by creating collaborative inquiry teams to work with targeted students; create peer tutoring systems within classrooms; create a Freshman Mentoring Program where selected seniors are assigned to a group of five freshman as a mentor/big brother/big sister; utilize staff as part of their C-6 to provide daily tutorial services for individual</p>

	<p>students and small groups.</p> <p>Introduce more opportunities for students to retake classes failed through credit recovery programs and independent studies.</p> <p>Institute vigorous attendance outreach so that students who have attendance issues are closely monitored.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 Professional development allocation</p> <p>Scheduled staff training.</p> <p>After school tutoring to enhance interdisciplinary learning.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcript</p> <p>Periodic writing exams</p> <p>Students' writing portfolios</p> <p>Results on State Tests</p> <p>Graduation Rate</p> <p>Classroom observations by Principal, Assistant Principal</p>

Subject/Area (where relevant): **ELA**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students passing the ELA Regents with a 65 and above. The school's current status is SINI for ELA. Every effort is being made to remove the school from the SINI list</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continuous review of student work using set protocols and rubrics.</p> <p>Meet in study groups weekly during grade team meeting around the text, Deeper Learning: Seven Powerful Strategies for In-depth and Longer-Lasting Learning.</p> <p>Offer ELA Regents prep on Saturdays for all students.</p> <p>Use the data collected from student's writing folders to identify areas of the ELA exam that they are struggling with.</p> <p>Determine from item analysis of the January ELA Regents results the areas to focus on to prepare students to do better on the June exam.</p> <p>Introduce Literature Circles and Socratic Seminar in all classes.</p> <p>Continue common planning in weekly grade team meetings.</p> <p>Introduce a Student Data Form for teachers to record information about students' deficiencies and strategies to help them improve.</p> <p>Collaboration between the 10th grade and 11th grade ELA teachers and interdisciplinary planning between the U.S History teacher and the 11th grade ELA teacher.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training. After school tutoring to enhance interdisciplinary learning. CFE funds used to pay for 1 English teacher, 1 Math teacher and 1 ESL teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcript</p> <p>Changes in teaching strategies to reflect the skills and strategies garnered at professional development sessions.</p> <p>Periodic writing exams</p> <p>Students' writing portfolios</p> <p>Results on State Tests</p> <p>Classroom observations by Principal, Assistant Principa</p>

Subject/Area (where relevant): Credit Accumulation: Students In the Lowest Third

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase by 5-10% the number of Hispanic students in the lowest third citywide earning 10 credits or more.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Insure that all Hispanic students are registered for Saturday school And PM school. • Provide AIS services to all of these at-risk-students-individualized tutoring, lunch time tutoring, referral to the Reading and Writing Lab • Track this cohort of students in need through the assistance of the guidance counselors. • Schedule bi-monthly meetings of the Accreditation Committee to discuss progress of all credit recovery programs. • Provide professional development which emphasizes working with students at risk. • Continuous review of student work to determine needs. • Ongoing professional development aligned with student needs. • Weekly grade team meeting and conferencing with students-at-risk. • Regular meeting with parents of this cohort.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • C4E money targeted at ELL population for tutoring after school. • Ninth grade English teacher and math ninth grade teacher funded with C4E allocation to target incoming Latino students in the bottom third. • Professional Development for all teachers on working with students in the lowest third.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase in scholarship • Increase in graduation rate. • Increase in attendance to classes and after school, etc. • Increase in the number of cohort students tested. • Increase in the number of cohort students passing all classes.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	50	50	50	55	10	12	0
10	60	60	60	60	40	10	10	0
11	30	30	40	40	25	5	10	0
12	20	20	20	25	25	2	6	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Wilson reading; Achieve 3000- differentiated instruction based on increasing students reading scores through leveled reading. All the special ed classes, 11th grade ELA classes and Regents Prep classes in Global and Science have been designated Achieve 3000 classes. Classes are required to use the Achieve 3000 in the computer room a minimum of two periods a week during the school day. In addition, ELA support is provided during the school day in the extended day period. Our after school programs in ELA support occurs during Saturday school and in our afterschool Dance and theatre program-Open Mic performances etc. The Principal Book Of the Month Club serves as another venue where students can participate in book club activities. Our Debate Team meets afterschool twice a week and provides another venue to develop their writing, speaking and listening skills.</p>
<p>Mathematics:</p>	<p>During the school day AIS services in math is through our Regents Prep classes in Math and our math workshop in math for all ninth graders. Students who have not passed Math regents are scheduled for an additional prep class to provide them with support. All ninth graders take two math classes. Their second class is a workshop class in math that provides them with extra support in math. . In addition, Math support is provided during the school day in the extended day period. During the school day all teachers use Castle Learning online Math tutorials to boost student achievement. After school programs include Saturday school math classes and math tutoring.</p>
<p>Science:</p>	<p>During the school day AIS in Science is through Achieve 3000 and Regents prep classes in all of the sciences. In addition, Science support is provided during the school day in the extended day period. Saturday school; PM school; Peer Tutoring are part of the after school programs</p>
<p>Social Studies:</p>	<p>During the school day AIS services in social studies is through Achieve 3000. Classes are scheduled to use Achieve 3000 a minimum of twice a week. Regents prep classes in Global and US History classes during the school day provide support for students who are struggling with passing Regents exams. Extended day period also provides tutoring in social studies during the day. Saturday school; PM school; Peer tutoring.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Case conferences with students and parents; provide referrals to outside services</p>

At-risk Services Provided by the School Psychologist:	One –on-one sessions with students.
At-risk Services Provided by the Social Worker:	Group and one-and-one counseling.
At-risk Health-related Services:	COSA/Social worker met students in groups to discuss issues of prevention and adolescent health issues.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Appendix 2: Program Delivery for English Language Learners

Part A: Language Allocation Policy

The MCA LAP team will meet periodically and will include the following members:

Principal:	Lennel George
Assistant Principals:	Janet Denham and Debbie Nagel
ESL Specialist:	Yael Seligman
ELA Teacher:	Linda Bond
Guidance Counselor:	Erica Galea
Parent Coordinator:	Darlene Walker
SETSS Teacher:	Tom McHale
History Teacher:	Alex Jones

School Description:

MCA is a small urban high school. We are a personal learning community in which every member is valued and respected. Within this family-oriented environment, students can develop the skills, attitudes and values to become full active participants in our school and society. We opened our doors sixteen years ago.

The mission of Metropolitan Corporate Academy is to provide every student with a standards-based instructional program leading to the completion of a Regents Diploma, and opportunities for meaningful experiential learning. In conjunction with Goldman Sachs and other partners, we offer mentoring programs, internships, field trips and community service projects. Through a cooperative team approach and a safe environment conducive to close personal interaction, students are empowered to develop creativity, self-respect, responsibility, and critical thinking skills.

Our school is comprised of grades nine through twelve, and serves a population of 400 students, predominantly African-American and Latino students, and primarily from lower-income backgrounds. The majority of our students live in surrounding neighborhoods; a small number commute to us from Queens, Manhattan, and the Bronx. We are housed in a 170 year old landmark building that also houses the School for Career Development.

The ethnic composition of MCA is 79% Black, 16% Hispanic, 1% Asian, 1.25% Native American, and 1.5% White. Special education is offered in both self contained classes of 12:1 at each grade level, and in CTT classes in grades 10 and 11. We have two SETSS teachers providing AIS.

This year our roster shows eleven English Language Learners. Students' home languages include Spanish (6), Arabic (1), Polish (1), Mandarin Chinese (1), and Haitian Creole (2). Our ELLs have been in enrolled in schools in New York for 1-13 years.

One ELL student has lived here for 1 year.

Four ELL students have lived here for 4-6 years.

The other six ELL students are long-term ELLs, and have been here for seven or more years.

The breakdown of our ELL population by grade and native language is as follows:

- 9th grade, Spanish (1)
- 10th grade, Spanish (1)
- 10th grade, Arabic (1)
- 11th grade, Haitian Creole (2)
- 11th grade, Spanish (4)
- 12th grade, Chinese (1)
- 12th grade, Polish (1)

This year, ELLs comprise 2.8% of our total student population.

Program Model Description:

All MCA students receive an individualized program designed to meet all NY City requirements for ELA, mathematics, science, social studies, foreign language, PE, and arts credits. Instruction is provided entirely in English.

An itinerant, appropriately certified ESL Specialist provides pull-out services one and one-half days per week, according to the number of minutes mandated by students' most recent NYSESLAT scores. Instruction is focused on language development in reading, writing, and oral comprehension; general study skills; vocabulary for appropriate social interactions, content review for test preparation, and English Regents exam preparation. Our ESL specialist meets regularly with ELL students' content area teachers and guidance counselors to ascertain students' needs, offer ideas to differentiate instruction and assessment for ELLs, and to respond to specific classroom situations and needs.

Support for former ELLs:

This year we have four former ELLs who scored at a proficient level of English within the past two years on the NYSESLAT. Our plan for continuing transitional support with them includes ongoing monitoring of their academic work, occasional meetings with our ESL specialist, and optional continued testing accommodations, as mandated by New York State.

Programming Considerations:

The amount of time each ELL meets with our ESL Specialist is determined by their proficiency level based on their most recent NYSESLAT test results.

All teachers are informed when ELL students are present in their classrooms. The ESL Specialist meets occasionally with content area teachers to monitor ELLs work, and to collaborate on planning and strategizing.

Additional support and supplemental services offered to ELLs:

ELL students are given the option to participate in all MCA extracurricular activities and programs. ELL students also participate in college preparedness activities, including trips to local colleges and overnight college tours.

All school support structures are available to our ELLs: technology in the classroom; school library; tutoring before, during and after school; and Saturday Academy.

All ancillary services provided to students with IEPs are available to our ELLs with IEPs: speech, guidance, resource room, and AIS.

ELL Identification:

Our ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with new families to help determine if our school would be an appropriate choice. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a New York City school, and an informal oral interview is conducted to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS, the ESL specialist administers the LAB-R assessment to determine student's eligibility to receive mandated ESL services.

The NYSESLAT is administered annually by our ESL specialist. Students' proficiency level results on the NYSESLAT are used to determine their ongoing eligibility to receive ESL services.

Parent Choice:

It is clearly explained to parents at the time of intake that our school does not offer a beginning ESL program nor a bilingual program, and that students must be at a level of English proficiency to function and succeed in an English immersion environment at an intermediate or advanced level. We are not an appropriate school for an immigrant newcomer at a basic beginning level of English proficiency. We do not offer a bilingual program, only a Freestanding ESL program. We have had very few new immigrant families requesting admission. If neighborhood demographics change, and lower level English proficiency students are interested in registering for MCA, accommodations will be discussed in the future.

In the past six years, we have had only three students entering MCA with a beginning level of English proficiency, who had been in US schools for less than three years. In two of these situations, the students and their families decided to remain here despite the lack of an ESL program that could offer them the full amount of mandated ESL services. Content area teachers supported those students and provided tutoring. Both of these students are highly motivated and hard-working learners, and have progressed nicely in English. Both students are on target to graduate with all required credits and Regents exams completed.

One newcomer who arrived in NY in November was assigned to MCA because there was no space in any of the International High Schools. She has developed excellent learning relationships with several of her teachers, and has chosen to remain in the school because of that personal support.

At the beginning of the school year, our ESL Specialist distributes parent entitlement letters to ELL students to bring home, informing parents that their child continues to be eligible to receive ESL services during the course of the school day.

Professional Development:

All teaching staff receive individualized Professional Development with our in-house coach on differentiation, in addition to school-wide Professional Development held monthly and on designated PD days that includes differentiation and ESL training.

Our Community Learning Support Organization also offers in-house training and workshops. All school staff including pedagogues, administrators, secretaries, and our parent coordinator, are offered opportunities to participate in ESL Professional Development. We provide academically rigorous instruction for our ELL students utilizing multiple techniques and methodologies to differentiate instruction and assessment. Many strategies that work well for our struggling native English language readers also work well with our ELL students.

ELL student participation in school life and access to school support services:

ELL students are given the option to participate in all MCA extracurricular activities. ELL students also participate in college preparedness activities, including trips to local colleges and overnight college tours.

All school support structures are available to our ELLs: technology in the classroom, media center and school library, tutoring, and Saturday Academy.

All ancillary services provided to students with IEPs are available to our ELLs with IEPs: speech, guidance, resource room, and AIS.

Parent Involvement:

Parents are surveyed at the initial PTA meetings each year as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with the school community and to support their child's work.

ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations, NY State learning standards, graduation requirements, summer learning opportunities, the college application

process, and parenting issues. Our administrators, test coordinator, and parent coordinator communicate with parents to foster awareness of issues pertaining to students' academic and social development. Our ESL specialist communicates regularly with ELL families about ESL scheduling and testing information.

Assessment Analyses:

This year we have eleven ELLs who are mandated for ESL services.

Four of these students are Long Term truants, who have not taken any standardized tests for two+ years. Seven students have previous NYSESLAT results.

NYSESLAT Modality Analysis:

All of our ELL students who remain entitled to ESL services have scored at an advanced or proficient level in the listening/speaking subset of their most recent NYSESLATs.

One student scored at a beginning level in the reading/writing subset.

Three students scored at an intermediate level in the reading/writing subset.

Three students scored at an advanced level in the reading/writing subset.

All seven of our current ELL students are approaching the required standards, as indicated by their teachers' formative assessments.

New York State Assessments:

We do not have easy access to the middle school scores of our current high school students.

An analysis of the students who were registered for our school in September as incoming 9th graders indicated that most of them scored at level 2 on their Grade 8 ELA and math tests.

Implications for Instruction:

In general, the ELL population at MCA is small with no significant statistical trends. All ELL students are nurtured and challenged daily – linguistically, academically, and socially.

The assessment results indicate to us that what is needed as an appropriate intervention is a strong focus on the development of reading and writing skills across the curriculum. This is recognized as a school-wide need; we have many students reading below grade level. We are focusing curriculum preparation this year to include the specific focus on reading intervention strategies for all students. We will continue to provide academically rigorous instruction for our ELL students utilizing multiple techniques and instructional methodologies to differentiate instruction and assessment:

- Use of graphic organizers for reading and writing

- Teachers scaffold academic language and complex content to support students’ participation in content areas
- Teachers use a wide range of materials: print, audiovisual, and digital to help with language development
- Laboratory Inquiry in Science labs
- Environmental learning via multicultural field trips
- Use of Manipulative in math classes
- Computer technology in all subject area classes
- Dramatization/role play
- Differentiated reading materials, including use of online differentiated reading programs
- Collaborative assignments
- ESL Specialist, who meets regularly with ELLs’ content area teachers.

:

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ Number of Students to be Served: _____ 10 _____ LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All staff receive professional development on differentiation instruction and assessment.

Form TIII – A (1)(b)

School: 15K530 Metropolitan Corporate Academy H.S. _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$25,000	Salary for F-Status ESL teacher two days a week.

account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$500	Books on Tape, Book Bins, Leveled Books for students
Educational Software (Object Code 199)	\$	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$25,500	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District CLSO Network 7	School Metropolitan Corporate Academy
Principal Lennel George	Assistant Principal Debbi Nagel, Janet Denham
Coach Barbara Frazier	Coach type here
Teacher/Subject Area Y. Seligman, ESL	Guidance Counselor Erica Galea
Teacher/Subject Area A. Jones, history	Parent _____
Teacher/Subject Area L. Bond, English	Parent Coordinator Darlene Walker
Related Service Provider T. McHale, SETSS	SAF type here
Network Leader Joanne Mejiastype here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	400	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	2.75%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(40%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In	2	3	4	2	11
Total	2	3	4	2	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	1	1	3			7			11
Total	1	1	1	3	0	0	7	0	0	11

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

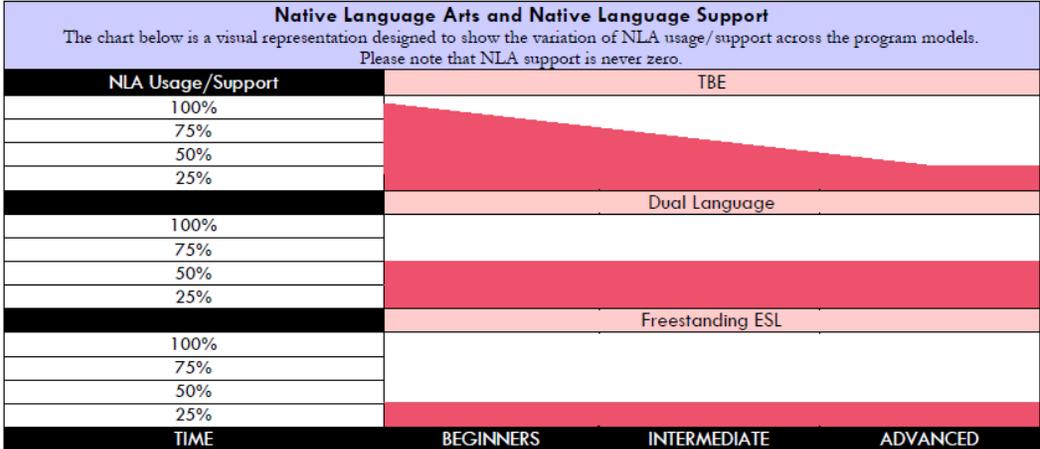
African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

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

Programming and Scheduling Information	
1. How is instruction delivered?	<ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?	<ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.	
4. How do you differentiate instruction for ELL subgroups?	<ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.

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



Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	1				1
Intermediate(I)			2	2	4
Advanced (A)		2	1	2	5
Total	1	2	3	4	10

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I				
	A	1		1	2
	P		2	1	
READING/WRITING	B	1			
	I			2	
	A		2	2	
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Math A	2		1	
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	7		3	
Physics				
Global History and Geography	7		3	
US History and Government	2		1	
Foreign Language	1		1	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debbi Nagel, Janet Denham	Assistant Principal		
Darlene Walker	Parent Coordinator		
Yael Seligman	ESL Teacher		
_____	Parent		
Alex Jones, History	Teacher/Subject Area		
Linda Bond, English	Teacher/Subject Area		
Barbara Frazier	Coach		
	Coach		
Erica Galea	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference.

For this 2008-09 school year, the Chinese, Nepalese, Haitian Creole and Polish speaking families all requested that school communications be sent in English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference.

For this 2008-09 school year, the Chinese, Nepalese, Haitian Creole and Polish speaking families all requested that school communications be sent in English.

Part B: Strategies and Activities

Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indi

Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference.

1. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All MCA correspondences are sent in English and Spanish.

Spanish speaking staff members translate for parents at school functions.

If, in the future, families request a language other than Spanish, we will utilize DOE translation resources

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations in Spanish will be provided by staff members. Other languages we contact the translation and interpretation services

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Information regarding translation and interpretation services are posted throughout the building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$313,509	\$102,285	\$415,794
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,135		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,135	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,675		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$15,675	
6. Enter the anticipated 10% set-aside for Professional Development:	\$43,392		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$35,301	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _98%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The two teachers that are not highly qualified are currently pursuing their state certification. They attend workshops and professional development in their subject areas at both the school level and the district level: workshops on differentiating instruction; use of technology in the classroom and content specifics training.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I Parent Involvement Policy

Metropolitan Corporate Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- Inform parents through the PTA and Leadership Team of Regional/District meetings to develop Parental Involvement Plan.

Metropolitan Corporate Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Publicize meetings scheduled to review school improvement programs and policies.
- Inform parent leaders of professional development opportunities in the area of school improvement.
- Discuss school improvement programs at PTA and School Leadership Team Meetings.

Metropolitan Corporate Academy will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

- Conducting meetings, under the direction of the Parent Coordinator, involving representatives from all programs to ensure the coordination of parental involvement efforts.

Metropolitan Corporate Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The evaluation will be conducted by developing a survey to assess the effectiveness of parental involvement policies from the perspective of parents and staff members. The survey will be mailed to parents and distributed at PTA meetings.
- The Parent Coordinator will be responsible for conducting the evaluation and disseminating its conclusions and recommendations.
- Parents will participate in the development of the evaluation instrument and provide valuable feedback as to the extent to which their involvement impacts the quality of Title I programs.

Metropolitan Corporate Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- a) This will be accomplished through actions such as:
- Instate and out of state workshops, conferences and/or classes.
 - Presentations and discussions at PTA meetings and workshops.
 - Individual parent-teacher conferences.
 - Materials distributed by the Parent Coordinator.
 - Distribution of New York State standards, copies of assessments and Title I Part A requirements.
- b) Metropolitan Corporate Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Conducting monthly meetings of the PTA
 - Conduct parent workshops in literacy techniques and use of computers
- c) **Metropolitan Corporate Academy** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Conducting workshops during professional development sessions on communicating with parents.
 - Having the Parent Coordinator speak to staff members on how to build relationships between parents and the school.
 - Inviting parent leaders to address staff members on their concerns.
- d) **Metropolitan Corporate Academy** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Providing parents with information on school activities through regular mailings, newsletters and announcements at meetings and other school events.
 - Providing a welcoming Parent Room with information on issues of concern to parents.
 - Inviting parents to participate in school trips, assemblies and other activities.
- e) **Metropolitan Corporate Academy** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Information will be sent to parents through regularly scheduled monthly mailings in a clear, readable format.
 - Mailings and newsletters will be provided in a language or languages parents can understand.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda and minutes of a PTA Meeting.

This policy will be adopted by Metropolitan Corporate Academy on May 21, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I Part A children on or before June 26, 2008.

Principal's Signature: _____

Date _____

3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



❖ School Parent Compact

School Responsibilities

School: **Metropolitan Corporate Academy** will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Metropolitan Corporate Academy will provide high-quality curriculum in a supportive and effective learning environment by programming students for required and elective courses taught by certified teachers. Academic Intervention Services will be provided to students who need more intensive support to meet state standards.

hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-teacher conferences will be held during the fall and spring semesters in October and March.

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

The school will provide progress reports to parents in October, December, March, and May. Credit bearing report cards will be issued in January and June.

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff members are always available to consult with parents. Appointments should be made by contacting the Parent Coordinator for both individual and grade team conferences.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents may volunteer to participate in or observe school activities by contacting the Parent Coordinator. Classroom observations are welcomed at any time.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB).

Parent Responsibilities

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;

- providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child’s classroom;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. academic achievement standards. See Action Plan.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
See Action Plan Section 1V page 27-28
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
See also Action Plan Parental Involvement p29-30
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Teachers are all using data folders. They are involved in grade team planning re: assessments and curriculum.**
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Inquiry teams: **The school has 3 Inquiry Teams: one for 9th grade; 10th grade as well as an 11/12 grade team. Team comes up with strategies to move student achievement.**
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Violence Prevention Grant contracted with HAI – Hospital Audiences and Caribbean Cultural Center to provide workshops on Conflict Resolution, Music, and Dance after-school programs.**

11.

12. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
13. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring Year 2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. **The subject area in question is ELA. There is a high failure rate for ELA-not enough students are getting a 65 and above on the exam.**
- 2.
3. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **See Action Plan 4 Page 30**

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement. **Professional Development will focus on teaching strategies to teachers to better prepare students for ELA exam; teaching ELA exam literacy strategies; improving teaching of writing and literacy**
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development. Literacy and math coach will work with teachers . In addition the CLSO will provide support to all teachers.

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Through parent meetings. Schools website and monthly mailing

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Through the schools Inquiry Team the school will analyze ELA curriculum. Curriculum alignment is a major part of our restructuring effort this year. Teachers have developed interdisciplinary units in English and social studies. The school contracted with Curriculum Mappers inc. to develop maps for all subjects.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers not aligning curriculum . Teachers working in isolation and not consulting each other on shared units of knowledge; what is actually taught is different from what is in the curriculum. Z

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Professional development, allocation of resources to train teachers on incorporating standards into their curriculum; work with ISC to provide training and resources for teachers.**

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers not aligning curriculum . Teachers working in isolation and not consulting each other on shared units of knowledge; what is actually taught is different from what is in the curriculum. Z

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The evidence is what we observe in many math classrooms: Not enough emphasis on depth and mathematical problem solving; too much emphasis on repetition rote learning; not enough hands on and exploration of solutions**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue **Professional development, allocation of resources to train teachers on incorporating standards into their curriculum; work with ISC to provide training and resources for teachers.**

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school will explore research based best practices and methodologies in addition to emphasizing differentiated instruction in all classrooms. Look for more student engagement in the classrooms,etc

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional development around differentiated instruction; student engagement. The school is making a push to develop best practices.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **The school will need additional support from central.**

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

There is very little student engagement in math classes. There is a lot of lecturing and not enough time is spent problem solving.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The high failure rate in math classes; low performance on regents in Algebra and Geometry**
Same as above

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Professional developmnet for teachers; intervisitations; introduce more hands on lessons in the classrooms.**

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. This is not relevant to our school, where there has been relatively little or no turnover in the last three years.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **Most of our teachers have remained on staff for the last three years with only one teacher leaving and new employees due to increase in student population. All new hires have been experienced teachers.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. School has a less than 10 ELL . Professional development opportunities offered by the CLSO.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Since there are so few ELL getting information to teachers re these students has not been a problem**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **All teachers were given the IEP of their students on a disk. Thus they have access to all information re the testing accommodations and the page 4 and 5 of their students IEP with relevant information about their students. In addition training was provided to teachers on how to use read the IEP.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **This is somewhat relevant to the school. Behavioral plans are not always noted but there is often a disconnect between how to implement these behavioral goals and objectives and the instructional plan.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
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2. Please describe the services you are planning to provide to the STH population.
Saturday school tutoring;after-school tutoring

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.