



**METROPOLITAN DIPLOMA PLUS HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 23K647**

**ADDRESS: 985 ROCKAWAY AVENUE, BROOKLYN, NY 11212**

**TELEPHONE: 718-342-6249**

**FAX: 718-342-6329**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 23K647      **SCHOOL NAME:** Metropolitan Diploma Plus H.S.

**SCHOOL ADDRESS:** 985 Rockaway Avenue, Brooklyn, NY 11212

**SCHOOL TELEPHONE:** 718-342-6249      **FAX:** 718-342-6249

**SCHOOL CONTACT PERSON:** Meri Yallowitz      **EMAIL ADDRESS:** myallowitz@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Linda Whitfield

**PRINCIPAL:** Meri Yallowitz

**UFT CHAPTER LEADER:** Linda Whitfield

**PARENTS' ASSOCIATION PRESIDENT:** Wanda Hewitt

**STUDENT REPRESENTATIVE:** Sonya McIntosh  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 23      **SSO NAME:** Community LSO

**SSO NETWORK LEADER:** Kathy Pelles

**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
Meri Yallowitz	*Principal or Designee	
Linda Whitfield	*UFT Chapter Chairperson or Designee	
Wanda Hewitt	*PA/PTA President or Designated Co-President	
Thomas Carter	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adetunji Olanrewaju	DC 37 Representative, if applicable	
Sonya McIntosh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Leigh Williams	CBO Representative, if applicable	
	Member/	
Judith Caputo	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.

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The Metropolitan Diploma Plus High School community shares the passion and vision of creating a school that will successfully address the needs of the over-aged, under-credited youth. We intend to reach young people who face personal, educational, and economic challenges which make success in a traditional high school setting difficult. We recognize their potential and challenge ourselves to build a learning community to support their efforts as they reconnect to their educational aspirations. This is an opportunity to address both the academic and social needs of transfer school students.

Our collaboration with CAMBA, community based organization partner, will ensure that both the educational and developmental needs of each student will be served holistically. CAMBA was selected as the partner because of its principles and practices of youth development. They have a great deal of experience of serving youth both in and out school. Along with the educational staff of the school community, the school-based staff of CAMBA will provide the Learning to Work services and serve as the community partner. They will work collaboratively with the School Achievement Support Team, Pupil Personnel Team, Student Council and PTA to provide all the youth development services to the students at MDPHS. There will be a strong cohort of social service advocates delivering services in crisis intervention, college and career counseling, health services to the youth and their families, attendance and academic enhancement services, and activities to support and elevate student voice and leadership skills.

The primary goal of Metropolitan Diploma Plus High School is to graduate students who are career and college ready; that is, prepared with the habits of mind and skills to thrive in a dynamic and competitive labor market. The curriculum utilizes a competency-based approach in which promotion and graduation are based on portfolios, performances, and the demonstration of knowledge. Students progress in MDPHS through three phases, aligned with grade levels and credit accumulations.

Students work on projects and assignments with clearly defined competency expectations and content objectives. They also compile, present, and defend a portfolio containing their *best work* across each subject area. Teachers use a wide range of teaching and learning strategies, including active learning, project based learning, and other inquiry-based approaches.

Our program reflects a rigorous, academically charged, alternative path of education. Teachers build ongoing assessment into all work and help young people recommit to school, advance academically, and make a smooth transition to college or the workplace. The importance of having one-on-one attention, caring and committed adults, and individualized instruction allows students to secure the skills and knowledge they need to earn their diploma and continue their education.

The MDPHS community is truly committed to providing students with a safe and secure academic environment, enhancing the educational experience, and developing and maintaining healthy relationships with the Metropolitan community based on mutual trust and respect.

## 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.

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Information available on ARIS and ATS as of 11/2/09 enables us to update the School Demographics and Accountability Snapshot as follows:

- Our student population has grown to 197
  - 9<sup>th</sup> 21
  - 10<sup>th</sup> 82
  - 11<sup>th</sup> 58
  - 12<sup>th</sup> 35
- 93.91% of our students are over age
- 2.03% (# 4) of our students are ELLs
- 13.2% (# 26) of our students have IEPs, and are served in CTT classes
- Our ethnicity breakdown is as follows:
  - 83.25% African-American
  - 0.51% American Indian or Alaskan Native
  - 0.51% Asian
  - 15.23% Hispanic/Latino
  - 0.51% White
- Gender Breakdown: 59.9% female, 40.1% male
- Students in Temporary Housing - 2
- Average YTD Attendance – 67.5%

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Metropolitan Diploma Plus High School						
District:	23	DBN:	23K647	School BEDS Code:	332300011647		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K			0				TBD
Kindergarten			0				
Grade 1			0	<b>Student Stability - % of Enrollment:</b>			
Grade 2			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3			0				TBD
Grade 4			0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6			0				60.0
Grade 7			0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9			60				TBD
Grade 10			64	<b>Recent Immigrants - Total Number:</b>			
Grade 11			21	(As of October 31)	2006-07	2007-08	2008-09
Grade 12			15				0
Ungraded			0	<b>Special Education Enrollment:</b>			
Total			180	(As of June 30)	2006-07	2007-08	2008-09
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes			0	Principal Suspensions			TBD
# in Collaborative Team Teaching (CTT) Classes			24	Superintendent Suspensions			TBD
Number all others			1	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants			0
(BESIS Survey)				Early College HS Program Participants			0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes			0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs			0				
# receiving ESL services only			2	Number of Teachers			11

## 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?
- 

In order to identify student performance trends we analyzed data available to a school at the end of its inaugural year. We reviewed the New School Quality Review Summary Feedback (2008-2009), NYCDOE School Environment data, NYCDOE goals for transfer school attendance, School-based credit accumulation for 2008-2009, Regents results for June 2009, student transcripts, Data Inquiry Team data from the Literacy Project, and entering data for new students. Additionally, we have conducted two in-house Learning Walks to identify instructional strengths and challenges.

Our curriculum is organized into units of three weeks duration over the course of three cycles. Teachers, Advocate Counselors and the Guidance Counselor are required review individual student progress by examining student data at the conclusion of each three week unit. Teachers have become more cohesive as they have worked together on individualized student goals and best practices.

Our review of the data generated by our needs assessment clearly indicates that in our second year we need to consolidate our capacity to work effectively as a school community to engage and educate over-age and under-credited students by defining roles of administrative, pedagogical, and CBO staff. This will enable us to effectively:

- ensure that our curriculum is rigorous and coherent, and is aligned with key State standards;
- develop a unified research-based pedagogical approach based on the Diploma Plus instructional model;
- build teachers' expertise in using data to expand their teaching repertoire, and to inform the differentiation of instruction.

**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.

**Annual Goal 1:**

85% of teachers, working in department teams (ELA, Math, Science, Social Studies, Physical and Health Education, and the Arts), will develop a curriculum map and deliver rigorous instruction for each course offered during each of three cycles that is aligned with State and Diploma Plus standards.

**Annual Goal 2:**

80% of teachers will design and deliver daily lessons using the Diploma Plus workshop model (including mini lesson, student-centered work period, and wrap-up)

**Annual Goal 3:**

85% of teachers will develop and conduct benchmark assessments for each unit, and will collect daily formative assessment data during their lessons, using Power Schools software to record current and historical formative and summative data related to the instruction they provide

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (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.

**Subject/Area (where relevant):** Curriculum Mapping

<b>Annual Goal</b> <i>Goals should be SMART – Specific,</i>	85% of teachers, working in department teams (ELA, Math, Science, Social Studies, Physical and Health Education, and the Arts), will develop a curriculum map and deliver rigorous instruction for each course
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>offered during each of three cycles that is aligned with State and Diploma Plus standards.</p>
<p><b>Action Plan</b>  <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>Engage each department team in a curriculum mapping effort to align curriculum in ELA, Math, Science, and Social Studies to Diploma Plus competencies and State standards.</p> <ul style="list-style-type: none"> <li>• A summer Professional Development Institute will be conducted during August 2009 to prepare teachers to develop curriculum maps that are aligned with SED and DP Standards</li> <li>• Teachers who have not previously participated in DP training will participate in the Summer 2009 DP Institute</li> <li>• Departmental teams for ELA, Math, Science, Social Studies, Physical and Health Education, and the Art will be established, with common planning time scheduled for curriculum development</li> <li>• Professional Learning Communities will meet twice weekly for purposes including the collegial review of curriculum developed to ensure an appropriate level of rigor and alignment with SED and DP standards</li> <li>• PLC members will engage in peer observations to provide collegial feedback regarding the delivery of curriculum and instruction</li> <li>• AUSSIE coaches and Community Learning Support Organization team members will support the principal by conducting workshops and working with individual teachers to map curriculum</li> <li>• Humanities and Math/Science coaches will support curriculum development by designated content area teams</li> <li>• Instructional support personnel, including coaches and CLSO team members, will conduct workshops, support PLCs, and work individually with teachers to ensure the delivery of rigorous instruction that is aligned with approved curriculum maps</li> <li>• Teachers will be required to submit curriculum maps for the courses they are teaching one week prior to the beginning of each cycle</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Principal review of curriculum maps one week prior to the beginning of each cycle to ensure timely development and acceptable level of rigor established by SED and DP standards</li> <li>• Principal observation of instruction aligned with curriculum maps during the course of each cycle, using PTS and DP rubrics to indicate increasing teacher competence</li> <li>• Each PLC will submit minutes of meetings during Fall 2009, and use ARIS Inquiry Spaces by Spring 2010, to document their curriculum development processes and conduct inquiry activities to support rigorous instruction</li> <li>• Principal review of individual goals established for teachers using the PTS and/or DP rubrics</li> </ul>

	three times annually
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**Subject/Area (where relevant): Workshop Model Lesson Planning**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	80% of teachers will design and deliver daily lessons using the Diploma Plus workshop model (including mini lesson, student-centered work period, and wrap-up)
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A summer Professional Development Institute will be conducted during August 2009 to prepare teachers to develop and deliver lessons that conform to the DP workshop model and provide differentiated teaching and learning strategies</li> <li>• Teachers who have not previously participated in DP training will participate in the Summer 2009 DP Institute to learn how to plan workshop model lessons, and using differentiated, active learning strategies, using the DP lesson plan template</li> <li>• Departmental teams for ELA, Math, Science, Social Studies, Physical and Health Education, and the Art will be established, with common planning time scheduled for collegial study of lesson planning and delivery strategies using the DP workshop model</li> <li>• PLC members will engage in peer observations to provide collegial feedback regarding the delivery of curriculum and instruction using the DP workshop model</li> <li>• AUSSIE coaches and Community Learning Support Organization team members will support the principal by conducting workshops and working with individual teachers to plan and present lessons using the DP workshop model</li> <li>• Humanities and Math/Science coaches will support lesson planning and presentation by</li> </ul>

	<p>designated teachers by assisting with planning, modeling, co-teaching, and debriefing lessons</p> <ul style="list-style-type: none"> <li>• Instructional support personnel, including coaches and CLSO team members, will conduct workshops, support PLCs, and work individually with teachers to ensure the delivery of rigorous classes based on the active learning workshop model</li> <li>• The principal will conduct supervisory observations using the DP workshop model template and PTS as an anchor for feedback and evaluation</li> <li>• Learning Walks will be conducted during each cycle to provide feedback to teachers regarding fidelity to the DP workshop model</li> <li>•</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Principal will conduct formal (as per contract) and informal supervisory observations to guide the development of teacher competence in developing and delivering lessons using the DP workshop model</li> <li>• Faculty Learning Walks will be conducted during each of the three cycles to collect data regarding the school-wide implementation of the DP workshop model in instruction</li> <li>• PLC minutes will reflect collegial process for collaboration in the development of lesson plans, and for sharing peer feedback regarding the implementation of the DP workshop model</li> </ul>

**Subject/Area (where relevant):** Using Data to Inform Planning and Instruction

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>85% of teachers will develop and conduct benchmark assessments for each unit, and will collect daily formative assessment data during their lessons, using Power Schools software to record current and historical formative and summative data related to the instruction they provide</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- A summer Professional Development Institute will be conducted during August 2009 to prepare teachers to develop benchmark and intermediate assessments in the context of curriculum planning
- Teachers who have not previously participated in DP training will participate in the Summer 2009 DP Institute to learn how to embed formal and informal assessments into their unit and lesson planning
- Departmental teams for ELA, Math, Science, Social Studies, Physical and Health Education, and the Art will be established, with common planning time scheduled to include the development of strategies for assessing student progress, and an inquiry process to identify successful instructional strategies and strategies for differentiating instruction
- PLCs will conduct inquiry processes in line with Inquiry Team expectations
- PLC members will engage in peer review of benchmark and intermediate assessments developed to provide collegial feedback for assessments developed by group members
- AUSSIE coaches and Community Learning Support Organization team members will support the principal by conducting workshops and working with individual teachers to plan and prepare formal and informal assessments
- Humanities and Math/Science coaches will support the development of assessment tools and strategies
- Power Schools Inc. will provide 1 day of workshops and 1:1 follow-up to prepare teachers to use Power Schools software to keep records of student assessments
- Teacher teams will be convened to develop policies and practices related to portfolio development as a means for documenting student progress, and as a vehicle for increasing student awareness of their own data, reflecting learning challenges, successes, and habits
- The principal will conduct supervisory observations using the DP workshop model template and PTS as an anchor for feedback and evaluation
- Learning Walks will be conducted during each cycle to provide feedback to teachers regarding teacher use of assessments, data, and feedback to students using PTS rubrics to structure feedback
- Principal will set individual teacher goals for using data to inform instruction using PTS rubric to structure goal setting

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Principal review of teachers' Power School record keeping each cycle will indicate frequency and thoroughness of each teacher's data collection processes
- Review of PLC minutes and Inquiry Space entries each cycle to reflect use of data during inquiry activities
- Principal will conduct formal observations (as per contract) and informal observation to support teacher use of data to inform instruction and to promote students' awareness of data reflecting their progress

## **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	21	21	21	21	21	21	21	21
10	82	82	82	82	82	82	82	82
11	57	57	57	57	57	57	57	57
12	35	35	35	35	35	35	35	35

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Students participate in small group instruction during the school day. ELA teachers use technology and theater as a catalyst for improving reading comprehension and writing.</b>
<b>Mathematics:</b>	<b>Students participate in small group instruction during the school day. Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As Regents approach, Math teachers focus on Regents type skill questions and strategies to decrease test anxiety.</b>
<b>Science:</b>	<b>Students attend small group instruction during the school day with their Science teachers. The Science teachers facilitate in-class labs and use a technology based virtual lab cart, so that students can conduct experiments literally and virtually. Students are using skills in literacy and observation.</b>
<b>Social Studies:</b>	<b>Students participate in small group instruction during the school day. The Social Studies teachers use current events to connect history with the present. They also use the Smartboard© and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students participate in small group counseling during the school day. The guidance counselor provides services aligned with student needs. Some of the topics addressed by the guidance counselor include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.).</b>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	<b>Students meet with the Social Worker (provided by our CBO Camba – non DOE staff member) to discuss issues that affect their performance in school.</b>
<b>At-risk Health-related Services:</b>	<b>Students meet with a representative from the Brooklyn Health Initiative once a week to inquire about contraception &amp; sexually transmitted diseases. The representative meets with students in small groups and/or individually.</b>

**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.

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**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: 3 LEP          Non-LEP

Number of Teachers .6      Other Staff (Specify) n/a

**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.

---

N/A

**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.

---

N/A

**Form TIII – A (1)(b)**

School: 23K647 BEDS Code: 332300011647

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		



Joel I. Klein, Chancellor  
Office of Multiple Pathways to Graduation

MICHAEL R. BLOOMBERG, Mayor  
JOEL I. KLEIN, Chancellor



## Metropolitan Diploma Plus High School

Meri Yallowitz  
Principal, (I.A.)

985 Rockaway Ave. – 2<sup>nd</sup> Floor  
Brooklyn, NY 11212

Leigh Williams  
Program Director

Ph. 718.342.6249

Fax: 718.342.6329

### Language Allocation Policy 2009 - 10

#### Team Members

**Meri Yallowitz, Principal, I.A.**  
**Judy Caputo, ELA Teacher**  
**Linda Whitfield, Special Education Teacher**  
**Cherlye Pierre, Guidance Counselor**  
**Yael Seligman, ESL Teacher**

The Metropolitan Diploma Plus High School Language Allocation Policy is a program-wide plan designed to identify and address the needs of our English Language Learners in furthering their English language skills for academic, social, and career purposes. MDPHS is a transfer high school that serves the needs of students who are 16 to 20 years old, who are overage and undercredited. Our LAP team members, our parent coordinator, and our advocate counselors from our partner community organization CAMBA ensure that program options are clearly explained to families during intake interviews.

We are in our second year of operation, and we are currently serving three English Language Learners. Two of them are long-term ELLs, the third is in his fourth year of service. These three students meet three times a week, for one hour each day, with our ESL specialist, who is a certified, itinerant ESL teacher. In addition to the pull-out program, students have the opportunity for individual and peer tutoring in all subjects. All teachers will be offered the opportunity to participate in QTEL training, and will turn key their professional knowledge with colleagues through professional development workshops. School-wide professional development sessions focus on differentiating instruction and assessment.

We designed our curriculum using research-based models of instruction specifically designed to meet the needs of ELL students. We provide academically-rigorous instruction for our ELL students using multiple techniques and methodologies to differentiate instruction and assessment, including:

- Use of graphic organizers for reading and writing
- Extensive use of audiovisual materials
- Daily advisory program
- Virtual Learning in Social Studies
- Laboratory Inquiry in Science
- Environmental Learning, via multicultural field trips
- Manipulatives in math classes
- Computer technology in all subject areas
- Dramatization and role play
- Differentiated reading materials
- Collaborative assignments
- ESL specialist, who meets regularly with content area teachers

Classroom lessons focus on essential ideas taught in depth using higher order thinking skills. A critical component is strategy development. Metacognitive strategies are selected for use in learning specific lesson content as well as transferability to other lessons. Strategies are named explicitly, as well as the rationale for learning it, how to use it within the lesson context, and across other areas. Teachers provide models of effective strategy use, and then provide students with opportunities to practice the strategy with teachers and with peers before being asked to use the skill independently.

Many strategies that work well for struggling readers whose native language is English also work well with ELLs. Activating and building background knowledge, and explaining key concepts and vocabulary, are essential.

Our curriculum reinforces language learning, as students are required to read, write, listen, and speak in all content area classes. Instruction follows the format of the Diploma Plus workshop model. This model emphasizes academic rigor, small class size, project-based assessment, creative use of technology, and student centered instruction. This, in itself, is uniquely designed to address the needs of a wider range of learners, especially those who are ELLs.

At MDPHS, our instructional philosophy is designed to ensure that every student is given the opportunity to advance in their learning in the way that best suits them.

DP competency-based, standards-aligned performance objectives are set, and teachers work with a DP coach and external consultants to tailor curriculum and projects for every student.

Personalized instruction is focused on student strengths, where teachers allow students to complete assigned work at their own pace. Time and resources are also allocated for re-teaching and “catch-up” in order that every student can achieve mastery.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, or learning environment.

MDPHS complies with all required modifications for assessment and instruction as stipulated. Based on formal and informal assessments, teachers make use of various adaptive pedagogy, such as:

- Utilizing electronic resources
- Technology and/or internet resources (Smart Boards, power point presentations)
- Integrated instructional units across disciplines
- Collaborative team-teaching with SETSS and other support staff
- Cooperative learning
- Scaffolding
- Word walls
- Culturally relevant connections and experiences
- Workshop model: SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk
- DP Competencies which reflect Bloom's Taxonomy of higher order thinking skills
- Project-based learning
- Student choice of activities for learning and assessment

Our extensive use of technology, including Internet-connected computers and Smart boards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a Diploma Coach weekly, and from our LSO, on-site and off-site.

Students are programmed into classes that best suit their academic needs. We have two certified Special Education teachers on staff, who worked with ELLs in their previous placement. Additional related service providers are available through referral from our CBO partner, CAMBA. Students receive additional support for regents and other exam preparation during the instructional day, before school, and in our PM program.

#### ELL Identification.

Because we are a transfer high school, we have developed a unique intake process suited to our needs. Our part-time certified ESL specialist is part of our admissions team, and upon request from an admitting advocate counselor, administrator, parent coordinator, or community worker, she meets with prospective students and their families to explain ESL services available in our school, to conduct an informal language assessment and interview, and to help the family to decide if MDP would be an appropriate placement.

During initial interviews, parents are told that MDP students must be at a level of English proficiency to succeed in an English immersion program at an intermediate or advanced level.

We are not an appropriate school for students at a beginning level of English.

We do not offer a bilingual program

Newly arrived immigrants do not meet transfer high school criteria of having been enrolled for at least one year in a NYC HS. Because we are not a 'first time school' in NYC, we generally do not administer the Home Language Identification Survey nor the LAB-R.

In the unlikely situation whereby a student is recommended to our school from out of state, we would follow required admission procedures, including the Home Language Identification Survey with an informal oral interview conducted by our ESL specialist.

Our ELL students are evaluated annually using the New York State English as a Second Language Achievement Test, [NYSESLAT], which is administered by our ESL specialist.

Students who are entitled to receive ESL services are scheduled to meet with our ESL specialist during the school day, usually during their lunch period. At the beginning of the school year, or when students first meet for ESL instruction, students are given a parent notification letter to bring home informing parents/guardians that their child continues to be eligible for ESL services.

Parents do not select a particular ESL program for their children because we are a transfer school, which already is a specific program choice, a "second chance" school. Students attend this school because they were not successful in other school settings.

Because we are a small school in our second year, we cannot show long-term trends in parental program choices.

Professional Development & Support for Staff:

We schedule minimum 7.5 hours ELL training for all staff, excluding ESL licensed staff.

Most students in our transfer high school are reading well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our AUSSIE academic support coaches, and our Community Learning Support Organization. Individual teachers are helped with lesson planning, goal setting, and differentiating.

Parental Involvement:

All parents of prospective students must attend a lengthy in person interview, and complete a written survey about their child. Parents meet with their child's Advocate Counselor, who stays in touch with families throughout the school year. Parents are invited to participate in the PTA monthly meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered, based on feedback from parent surveys and expressed interests and needs, to help their children succeed in this transfer high school, and to consider future options (college, trade school, military)

We offer an extensive internship program for students, as well as the option for students to participate in Coop Tech, and to transfer to Job Corps if appropriate. Parents are part of the internship contract process.

Both CAMBA and CLSO offer workshops and services for parents.

At the initial interview, parents are asked about their preferred language of communication with the school. If needed, we have bilingual staff who can speak with parents in Spanish and Haitian Creole.

#### Assessment Analysis

All three of our ELLs scored at an intermediate level on their most recent NYSESLATs. For all three, their listening/speaking subtests indicated Advanced or Proficient, and their reading and writing subtests indicated Intermediate.

One of our ELLs, (with 3 years of service) passed the NY State English Regents last year, which he took at his prior school.

None of our students have chosen to take Regents in their native languages.

After reviewing and analyzing the assessment data, we found the following:

Because two of our ELLs are long-term ELLs, with academic deficits in reading and writing, we are focusing ESL instruction on reading comprehension and writing strategies. Because most of the students in this school are assessed (on Acuity Diagnostic and Predictive Assessments) below grade level in English, all staff are working on these skills across the curriculum. The ESL specialist meets regularly with content area teachers to discuss students' work and strategize lesson planning.

It is difficult to evaluate the success of our program for ELLs, for several reasons.

One is that they are mostly long-term ELLs.

Another is that they are students with a history of additional problems, such as truancy, that have contributed to their prior unsuccessful high school experiences.

Success of our ESL program would be indicated by students' improvements in both English skills, and in general study skills.

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

**DIRECTIONS:** The following worksheet will help you compile and analyze data necessary for your school’s language allocation policy (LAP). Your school’s LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.

**I. Language Allocation Policy Team Composition**

23	Metropolitan Diploma Plus H.S.		
Region/District	School		
Meri Yallowitz Caputo	Judith		
Principal	Assistant Principal	Linda Whitfield, Special Education	Parent
			Yael Seligman, ESL Specialist
Coach	Coach	Teacher	Teacher
	Cheryle Pierre		
----- Teacher	Guidance Counselor	Related Service Provider	Other

**II. Teacher Qualifications**

Number of Certified ESL Teachers 1	Number of Certified Bilingual Teachers 0	Number of Certified NLA/FL Teachers 0
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/NLA Certification 0

**III. ELL Demographics**

Total Number of Students in School 188	Total Number of ELLs 3	Percent of Student Population that is ELL 1.58 %
---	---------------------------	---

**The number of classes/periods for each ELL program model that your school provides per day (Fall 2008, 2009)**

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
--	----------	-----------	-----------	-----------	--------------

<b>TBE</b> (60%:40%→50%:50% →75%:25%)					
<b>Dual Language</b> (50%:50%)					
<b>Freestanding ESL</b>					
Self-Contained		1	1	1	3
Push-In					
<b>Total Classes</b>		1	1	1	3

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

<b>Long-Term ELLs</b> (more than 6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		0		0	
	<b>TBE</b>		<b>Dual Language</b>		<b>ESL*</b>		<b>Total</b>	
<b>ELLs</b> (3 years or less)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		0		0	
<b>ELLs</b> (4-6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		1		0	
<b>Long-Term ELLs</b> (more than 6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0				2		0	
<b>Total</b>	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		3		0	

\* FOR BIL. SP. ED. ONLY: please indicate here the total number of ELLs in Alternate Placement   0

NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP					
TRANSITIONAL BILINGUAL EDUCATION					
	9	10	11	12	TOTAL
Spanish					
Chinese					
Russian					
Bengali					
Urdu					
Arabic		NONE			
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
<b>TOTAL</b>					
DUAL LANGUAGE (ELLS/EPS)					
Chinese		NONE			
<b>TOTAL</b>					
FREESTANDING ENGLISH AS A SECOND LANGUAGE					
Spanish			1		1
Chinese					
Russian					
Bengali					
Urdu					
Arabic					

Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other	0				
<b>TOTAL</b>			1		1
<b>GRAND TOTAL ALL PROGRAMS</b>	1				

**This Section for Dual Language Programs Only**

<b>Number of Bilingual students (students fluent in both languages) :</b>	<b>Number of third language speakers:</b>
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**Ethnic breakdown of EPs (Number)**

African Americans: \_\_\_\_\_      Asians: \_\_\_\_\_      Non- Hispanic: \_\_\_\_\_  
 Native Americans: \_\_\_\_\_      White (Non-Hispanic): \_\_\_\_\_      Other: \_\_\_\_\_

**IV. Parent Program Choice: Review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)**

1. What structures are in place at your school to ensure that parents understand all three program choices?
2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.)
3. 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.

**V. Assessment Analysis**

**PART A: COMPILER LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.**

**COPY AS NEEDED FOR EACH PROGRAM MODEL.**

<b>Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Beginner (B)					
Intermedia te (I)					
Advanced (A)		1	1	1	3
Total Tested					

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH *USING ATS FOR NYSESLAT DATA* AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat.html>), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

<b>LISTENIN G</b>					
B					
I					
A					
<b>SPEAKIN G</b>					
B					
I					
A					
<b>READING</b>					
B					
I					
A					
<b>WRITIN</b>					

<b>G</b>					
<b>B</b>					
<b>I</b>					
<b>A</b>					

**PART A QUESTIONS: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL:**

1. What is revealed by the data patterns across proficiency levels and grades?
2. How will patterns across the four modalities, listening, speaking, reading and writing, affect instructional decisions?

**PART B: 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)**

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE
Comprehensive English	2		1	
Math A	2		0	
Math B	1		0	
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science	1		0	

Living Environment	1		0	
Physics				
Global History and Geography	2		0	
US History and Government	0		0	
Foreign Language	1		1	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
<b>NATIVE LANGUAGE READING TESTS</b>				
	<b>Number of ELLs Taking Test</b>	<b>Number of ELLs Passing Test</b>	<b>Number of EPs Taking Test (for DL)</b>	<b>Number of EPs Passing Test (for DL)</b>
ELE (Spanish Reading Test)				
Chinese Reading Test				
<b>Part B Questions: After a review of the assessment data above, answer the following questions in your LAP narrative for each program model.</b>				
1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared to the native language?				
2. What are the implications for the school's LAP and instruction? How is the Native Language used?				
3. How are the English Proficient students (EPs) assessed in the second (target) language? <b>(For Dual</b>				

<b>Language programs only)</b>			
4. What is the level of language proficiency in the second (target) language for EP students? <b>(For DL programs only)</b>			
5. How are the English Proficient students faring in State and City Assessments? <b>(For DL programs only)</b>			
<b>VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9–12.</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily
<b>Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).</b>			
1. How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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]?</li> <li>What instructional approaches and methods are used to make content comprehensible and enrich language development?</li> </ol>			
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in chart VI)? <ol style="list-style-type: none"> <li>How is explicit ESL delivered in each program model to comply with mandates?</li> <li>How is explicit ELA delivered in each program model to comply with mandates?</li> <li>How is explicit NLA delivered in each program model to comply with mandates?</li> </ol>			

d) How are the content areas delivered in each program model?				
3. How do you differentiate instruction for ELL subgroups? a) Describe your plan for SIFE. b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c) Describe your plan for Long-Term ELLs (in NYC school six years or more). d) Describe your plan for ELLs identified as having special needs.				
4. Describe your plan for continuing transitional support (2 years) for students reaching proficiency on the NYSESLAT.				
5. What language electives are offered to ELLs?				
6. What is done to prepare ELLs for the Regents?				
<b>7. For Dual Language programs only:</b> a) How much (%) time in the target language is used for EPs and ELLs in each grade? b) How is language separated for instruction (time, subject, teacher, theme)? c) List the courses offered in each language for secondary Dual Language students.				
<b>VII. Resources and Support (Include in LAP narrative)</b>				
1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?				
2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers of ELLs.)				
3. How is Native Language support delivered in each program model?				
<p>The chart below is only a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.</p> <p><b>Native Language Arts Usage/Support</b></p> <table border="1"> <thead> <tr> <th>NLA Usage/Support</th> <th>TBE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td></td> </tr> </tbody> </table>	NLA Usage/Support	TBE	100%	
NLA Usage/Support	TBE			
100%				

75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ESL					
100%					
75%					
50%					
25%					
TIME	BEGINNERS	INTERMEDIATE	ADVANCED		

**VIII. Program descriptions (include in LAP narrative):** Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

**IX. Completing the LAP** (Attach this worksheet to the LAP narrative and have it reviewed and signed by required staff.

Meri Yallowitz

November 2, 2009

School Principal

Date

ELL Instructional Support Specialist

Date

Community Superintendent

Date

### **APPENDIX 3: LANGUAGE TRASLATION 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**

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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.

We presently have 3 ELLs. Their parents have not required translation services in response to questioning during intake. All required notifications have been provided to parents. During Parent-Teacher conferences and workshops, a bi-lingual (Spanish and Haitian Creole) staff member is present.

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.

Our ELL population includes only 3 students. Their parents/guardians were interviewed upon intake, and did not indicate a need for translation or interpretation services. This information has been shared with the SLT and PTA during meetings.

## **Part B: Strategies and Activities**

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

N/A

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.

N/A

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>.

All parental notification requirements have been provided in a timely fashion.

**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:	116,086	71,599	187,685
2. Enter the anticipated 1% set-aside for Parent Involvement:	1160.86		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		716	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5804.30		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3580	
6. Enter the anticipated 10% set-aside for Professional Development:	11608.60		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7160	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_ 100 % \_\_\_\_\_
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.

## 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.



Joel I. Klein, Chancellor  
Office of Multiple Pathways to Graduation

MICHAEL R. BLOOMBERG, Mayor  
JOEL I. KLEIN, Chancellor



## Metropolitan Diploma Plus High School

985 Rockaway Ave. – 2<sup>nd</sup> Floor  
Brooklyn, NY 11212

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Leigh Williams  
Program Director

Fax: 718.342.6329

Meri Yallowitz  
Principal, (I.A.)

### ***School-Parent Involvement Policy***

*Metropolitan Diploma Plus High School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. MDPHS's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole. Our school community will conduct an annual review prior to the end of the school year. The parent involvement policy will be distributed to all Title I parents during intake, at the beginning of the school year for returning families, and throughout the year during the admissions process.*

- I. The policy encompasses all parents including parents of English Language Learners and special needs students.*
- II. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

*In developing the MDPHS Parent Involvement Policy, the MDPHS PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, MDPHS will:*

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- *Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.*
- *Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*
- *These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

*MDPHS will encourage more school-level parental involvement by:*

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- *Providing school planners for daily written communication between school/teacher and the home.*

## **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.



MICHAEL R. BLOOMBERG, Mayor  
JOEL I. KLEIN, Chancellor



## Metropolitan Diploma Plus High School

Meri Yallowitz  
Principal

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### **SCHOOL - PARENT COMPACT** **Metropolitan Diploma Plus High School**

*The school and parents working cooperatively to provide for the successful education of the children agree:*

#### **The School Agrees**

*To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.*

*To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.*

*To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.*

*To provide parents with timely information about all programs.*

*To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.*

*To provide high quality curriculum and instruction.*

*To deal with communication issues between teachers and parents through:*

- 1. Parent-teacher conferences at least annually*
- 2. Frequent reports to parents on their children's progress*
- 3. Reasonable access to staff*
- 4. Opportunities to volunteer and participate in their child's class*
- 5. Observation of classroom activities*

*To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.*

### **The Parent/Guardian Agrees**

*To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.*

*To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.*

*To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.*

*To monitor his/her child's/children's:*

- 1. Attendance at school*
- 2. Homework*
- 3. Television watching*

*To share the responsibility for improved student achievement.*

*To communicate with his/her child's/children's teachers about their educational needs.*

*To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.*

Metropolitan Diploma Plus High School

Meri Yallowitz, Principal

### 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. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**In order to identify student performance trends we analyzed data available to a school at the end of its inaugural year. We reviewed the New School Quality Review Summary Feedback (2008-2009), NYCDOE School Environment data, NYCDOE goals for transfer school attendance, School-based credit accumulation for 2008-2009, Regents results for June 2009, student transcripts, Data Inquiry Team data from the Literacy Project, and entering data for new students. Additionally, we have conducted two in-house Learning Walks to identify instructional strengths and challenges.**

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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.

**We are a Transfer School using the Diploma Plus research-based model to provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement. The DP model uses a differentiated, active learning workshop model in which data is methodically collected to inform planning and instruction.**

3. Instruction by highly qualified staff.

**100% of our faculty is highly qualified (see Data Snapshot).**

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.

**Staff attends professional development workshops, provided by Diploma Plus and CLSO, in their subject areas and in general pedagogy. A DP coach, a Humanities coach, and a Math/Science coach works with teachers to support planning and instruction. All faculty members take part in Professional Learning Communities that conduct inquiry studies and collaborate on unit and lesson planning, and on using data to inform instruction.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Staff is recruited through our SSO, through collegial networking, and by accessing on-line personnel services. Our teachers are supported with extensive professional development, and benefit from the strong support of our CBO partnership.**

6. Strategies to increase parental involvement through means such as family literacy services.

**GED preparation classes; Microsoft Office – workshops in Word, etc.**

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 participate in Professional Learning Communities to plan units, benchmarks, lesson plans, ongoing assessments, and strategies for using data to inform instruction. Teachers collaborate closely with CBO Advocate Advisors to ensure support for positive behaviors and Learning to Work opportunities for students.**

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.

**Students take benchmark assessments every 3 weeks. Progress reports are distributed 4 times per trimester. The 3 week benchmark allows for all staff (instructional DOE and non-instructional CBO) and parents to discuss student progress, so as to ensure that the necessary interventions are implemented in a timely manner.**

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.

Our partners, Camba and CLSO, are an integral part of our school decision making team to ensure that the combined resources are used effectively and appropriately to help meet school goals.

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.
2. 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.

### **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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
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.

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<sup>1</sup> School Under Registration Review (SURR)

**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.

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

**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, these 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:** 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.

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**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 also 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)*<sup>2</sup> 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

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<sup>2</sup> 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.

A school based committee was formed to assess whether this finding was relevant to our school's educational program. The committee will meet on four occasions. Committee members will include a parent, the principal, the data specialist and the school leadership team which includes 2 members from our inquiry team. During each meeting one component of Key Finding 1A will be addressed. The committee will review our CEP and evaluate our school's data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. We will determine if the Curriculum Audit findings are relevant to our school educational program in the areas of curriculum mapping and the taught curriculum for ELLS.

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?

**Curriculum Maps:** Although our school has a Curriculum Map for ELA, based on these findings it was determined that the content of the map is more like a pacing calendar than a comprehensive plan indicating what students should know and be able to do at each grade level. Our current curriculum map only addresses content topics and does not indicate skills to be mastered, strategies to be utilized or student outcomes to be attained.

**Taught Curriculum in ELA especially for ELLs:** Our committee will review and evaluate the taught curriculum for all students with a focus on ELLs for alignment with state learning standards. While it is evident through lesson plan evaluations and observations that some of the NYS standards are being addressed, they are not being addressed consistently in all classes all of the time, to the depth to which it should be taught. Upon reviewing student writing samples in grades 6, 7 and 8, there was evidence of some student written products that meet the standards. While spoken presentations are part of our school's curriculum, the implementation of this standard is limited. Also, none of the lessons contained opportunities for improving speaking and listening skills. This was found to be especially true in our ELL classrooms.

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.

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## **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.

A school-based committee will be formed to assess whether Finding 1B is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

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?

We have not yet completed the process.

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.

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## **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.

A school-based committee will be formed to assess whether Finding 2A is relevant to our school’s educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

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?

We have not yet completed the process.

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.

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### **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. Observations 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.

A school-based committee will be formed to assess whether Finding 2B is relevant to our school’s educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

Applicable    Not Applicable

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?

We have not yet completed the process.

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.

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**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. A school-based committee will be formed to assess whether Finding 3 is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

Applicable  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?

We have not yet completed the process.

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.

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**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. A school-based committee will be formed to assess whether Finding 4 is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

Applicable  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?

We have not yet completed the process.

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.

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#### **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.

A school-based committee will be formed to assess whether Finding 5 is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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?

We have not yet completed the process.

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.

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### **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. A school-based committee will be formed to assess whether Finding 6 is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The

results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

Applicable  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?

We have not yet completed the process.

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.

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#### **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. A school-based committee will be formed to assess whether Finding 7 is relevant to our school's educational program. The committee will meet on four occasions. Committee members include a parent, the principal, the data specialist and the school leadership team which includes 1 member from our inquiry team. During each meeting one component of Key Finding 1B will be addressed. The committee will review our CEP and evaluate school data to look for specific math alignment issues. The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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

Applicable  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?

We have not yet completed the process.

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>

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### **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.)

**2**

2. Please describe the services you are planning to provide to the STH population.

**We utilize the resources of our CBO, CAMBA, to support our STH students. CAMBA is in a unique position to mobilize community resources to support our STH students and their families by connecting them to health and medical services, social work services, job training and placement services, and housing referrals and placement. Additionally, CAMBA provides confidential counseling to STH students.**

### **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.