



MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: DISTRICT 02 / MANHATTAN / M575
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TELEPHONE: (212) 353-2010
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02m575 **SCHOOL NAME:** Manhattan Comprehensive Night and Day High School

SCHOOL ADDRESS: 240 2nd Ave, New York, NY, 10003

SCHOOL TELEPHONE: 212-353-2010 **FAX:** 212-353-1673

SCHOOL CONTACT PERSON: Michael Toise **EMAIL ADDRESS:** mtoise@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Magaly Lucas

PRINCIPAL: Michael Toise

UFT CHAPTER LEADER: Raquel Hernandez

PARENTS' ASSOCIATION PRESIDENT: Celandia Espinal

STUDENT REPRESENTATIVE: Prince Thomas
(Required for high schools) Zewei Yu

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

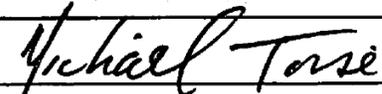
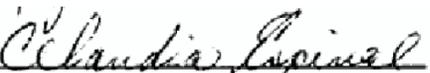
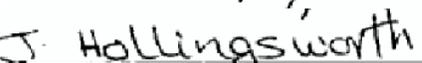
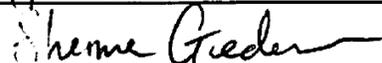
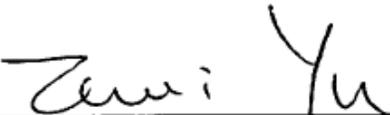
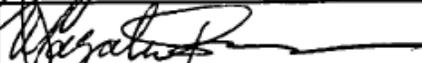
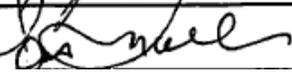
DISTRICT: 02 **SSO NAME:** Children First Network 1

SSO NETWORK LEADER: Shona Gibson

SUPERINTENDENT: Elaine Gorman

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
Michael Toise	*Principal or Designee	
Raquel Hernandez	*UFT Chapter Chairperson or Designee	
Celandia Espinal	*PA/PTA President or Designated Co-President	
Joyce Hollingsworth	PTA Vice-President	
Hassane Diallo	Parent Representative	
Sherma Gederon	Parent Representative	
Prince Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Zewei Yu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Margaret Aylward	CBO Representative	
Brad Arter	Member/Teacher	
Magaly Lucas	Member/Teacher	
Louis Small	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Manhattan Comprehensive Night and Day High School (MCNDHS) is a public high school akin to the night schools in New York City at the turn of the twentieth century. Like those schools, it was founded to accommodate a generation of high school students, many adjusting to life in a new city, and all facing the challenge of finding a place in a rapidly evolving economy. For over twenty years the school's overarching mission had been to provide older high school students with difficult schedules the opportunity to earn a high school diploma.

We are an academic community committed to educating students with adult responsibilities. We service the educational needs of students ages 17-21 from 8:30 a.m. to 11:00 p.m. Monday through Thursday, and from 9:00 a.m. to 6:00 p.m. on Sunday. Our unique hours provide students who work or raise families the opportunity to create an academic schedule that dovetails with their adult responsibilities. We have an open admissions policy and enroll students who have been discharged from other schools due to age and older foreign-born students with limited English proficiency. Our goal is to graduate students who are prepared for college or who are equipped with improved literacy and communication skills that enable them to find better employment or enhance their status in the workplace.

In order to ensure that students receive the appropriate services they need to succeed, we engage in constant monitoring of attendance and academic performance, and in providing appropriate academic intervention and support services. Intervention may take the form of counseling, parent-teacher-student conferences, supplementary instruction, supervised study programs, group and individual tutorials, and the provision of social welfare supports such as medical, housing, legal, and employment assistance.

Beginning in 1989 with only 25 students we serve over 800 a year today. Approximately two-thirds are older, foreign-born ELL students representing over 50 countries from Asia, Africa, the Caribbean and Latin America, the Middle East and Eastern Europe. Our non-ELL students have typically dropped out from other schools or needed to leave those schools for a variety of reasons. Many of them have dropped out from more than one high school prior to their admission to our school. By the time they reach Manhattan Comprehensive, approximately 60% are legally and financially independent of their families. Approximately 70% work during the day to support themselves; approximately a third are raising children of their own.

While the school draws students from all parts of the city, its population comes largely from impoverished areas, such as Bedford Stuyvesant, Harlem, the Lower East Side, and the South Bronx. In effect, we serve a segment of the nearly 15,000 young adults in New York City who are 25 and younger, are heads of households, and earn less than \$8,500 a year.

Since we service older returning students ages 17 to 21 on a year-round, open admission basis, we do not establish grade level cohorts. The continuity from 9th grade to 12th grade does not apply to our school. Students with a minimum of 18 credits are admitted, therefore, the school does not maintain a 9th grade cohort. All course sections consist of mixed grade classes. Hence, we refrain from using grade level designations and, instead, focus on the number of credits and Regents exams

pass that students accumulate. For example, a student normally would say, “I have 36 credits and have passed my Regents in ELA, math, and science,” instead of identifying herself as a 12th grader.

Identifying the needs of older students has also been strength of Manhattan Comprehensive. Over the past several years we have worked on extending our internship and vocational training opportunities. Working together with Rockefeller University we have established a laboratory animal technician program which allows students to earn national certification, work, and earn money at the same time. We have also established a dual-degree program in conjunction with the School for Cooperative Technical Education which allows students to complete a vocational education program and earn a high school degree at the same time.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Manhattan Comprehensive Night and Day High School							
District:	2	DBN:	02M575	School BEDS Code:	310200011575			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		78.8		TBD	
Kindergarten	0	0	0					
				Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		68.2	72.0	TBD	
Grade 3	0	0	0					
Grade 4	0	0	0					
				Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	0	0	0		88.3	74.1	91.4	
Grade 7	0	0	0					
Grade 8	0	0	0					
				Students in Temporary Housing - Total Number:				
Grade 9	0	0	1	(As of June 30)	2006-07	2007-08	2008-09	
Grade 10	466	482	399		3	14	TBD	
Grade 11	265	237	158					
Grade 12	146	138	214					
				Recent Immigrants - Total Number:				
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	877	857	772		214	137	92	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	2	4	5	Principal Suspensions	0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes	0	2	6	Superintendent Suspensions	0	0	TBD	
Number all others	0	0	0					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	TBD	TBD	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	533	550	304	Number of Teachers	37	39	41	

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	1	Number of Administrators and Other Professionals	12	13	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	610	617	557	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.8	82.1	80.5
				% more than 5 years teaching anywhere	67.6	74.4	70.7
Ethnicity and Gender - % of Enrollment: (As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	92.0	92.0	88.0
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.1	89.4	92.1
Black or African American	31.8	35.2	35.1				
Hispanic or Latino	26.2	28.9	23.8				
Asian or Native Hawaiian/Other Pacific Isl.	30.9	27.4	33.7				
White	11.0	8.3	6.7				
Male	52.3	51.0	54.3				
Female	47.7	49.0	45.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:		ELA:		CA			
Math:		Math:		IGS			
Science:		Graduation Rate:		IGS			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	X
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	-	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander					√	-	
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	-	
Student groups making AYP in each subject		0	0	0	4	1	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

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?
-

Founded twenty years ago Manhattan Comprehensive has become a model for transfer schools serving older, under-credited students in New York City. As we like to say, we are exactly like every other high school in New York City, just a little bit more so. Simply put, our students are a bit older and a bit more diverse than most high schools in the city. Both the strengths we have and the challenges we face become quickly apparent in an analysis of the School Report Card, Progress Report, and School Quality Review.

Our long history has given us a depth of experience in working with transfer students. A measure of this depth has been captured in our evaluation as "well-developed" in 2007, 2008 in our School Quality Review. Based on our high performance in these years we were excused from our 2009 SQR. The strength of our visionary leadership has allowed our school to attract significant outside resources to provide extensive support services to all of our students and restructure the school day to serve older students around the clock staying open until 11:00 pm. Our wrap-around support services are provided by Comprehensive Development, Inc., a community based organization, which has grown with our school. We have worked hard over the past years to develop a data-driven organization which uses multiple data lenses to make instructional decisions at the school-wide, subgroup and individual student level. We have partnered with outside organizations, such as Rockefeller University or Cornell-Weill Medical Center, to provide internships and broaden the educational experience of students.

It is against this background of achievement that we have critically analyzed our performance over the past school year. Our School Report Card highlights our need to concentrate on improving our NCLB accountability status in ELA from its current rating of "corrective action." It must be noted, however, that NCLB accountability places our school at a unique disadvantage since it is based on a 4-year cohort. Our school, lacking a 9th grade has significantly less than four years to graduate students. In spite of this unique challenge we have consistently striven to meet the NCLB accountability goals. Furthermore, our need to improve our standing in ELA comes as no surprise since approximately 60% of our students are ELLs or former ELLs who have entered our school in the 10th or 11th grade and have only a short time to learn English and pass the ELA Regents. Many of them are also SIFE students. This past school year 2007-08 we were cited because of our low participation rate of 94%, missing the state standard by 1%. In addition, we failed to meet the state standard for the participation rate of Hispanics, Asians, and LEP students. It is clear that many of our ELLs are also SIFE students

and have difficulty in adequately preparing for the Regents exams in ELA and math in such a short time. This is an issue we wish to address this year.

More important than our participation rate, however, we did meet our performance index for Regents exams passing in all subgroups in both English and math, a fact, given the circumstances, we take great pride in. In addition, we met the state standard for graduation rate for 2007-08, though meeting this goal consistently across all subgroups has been a challenge for us given that as a transfer school we start out with all of our students being over-age and under credited. The rate of credit accumulation for all of our over-age, under credited students is a further challenge which we must address this year.

Our Progress Report lends supporting evidence to this record of achievement and also underscores the areas in which we need to improve. The graduation rate of students in our 6-year-cohort receiving a Regents diploma was at the upper end of our transfer school cohort placing us at the 132nd percentile. Our ranking for credit accumulation measured against our transfer school cohort, however, placed us below the 50th percentile. Our ranking for attendance measured against our transfer school cohort put us in the 75th percentile. It is clear that if we want to continue to improve our graduation rate, especially for NCLB accountability which uses a 4-year cohort, we must work to improve the rate of credit accumulation for all students. In addition, while our ranking in the 75th percentile for attendance is satisfactory, we view it as part of our mission of setting high standards to find ways to work towards improving this outcome, especially for the students enrolled in our evening program. While our evening students clearly face special challenges in meeting both their obligations to school and their adult responsibilities outside of school, improving their attendance is seen as a foundation for improving credit accumulation and ultimately our graduation rate.

Our Learning Environment Survey for 2008-09 highlights several areas of strength as well as a few areas which are need of improvement. Overall, our school performed above average compared to our cohort of transfer schools in the categories of Academic Expectations, Engagement, and Safety and Respect. Our performance in the category of Communication, however, was only average. When these categories are broken out by sub-group, parents and students ranked us below average communication. Our need for improving our communication with both parents and students is clear and will be one of primary school goals this year.

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.

1. In order to promote accountable collaboration between teachers our school will implement inter-disciplinary inquiry team cluster groups organized around ESL levels (from beginners to native language proficiency) using ARIS.
2. In order to create a stronger learning community and better engage parents and students as stakeholders in school goals we will increase the effectiveness of our communications and outreach efforts to parents and students.
3. In order to improve student attendance the school will implement an attendance and drop-out prevention program based on an early engagement model based on Leadership Classes designed to reach out to students from the first day of school in order to raise attendance rates.
4. Increase our participation rate of students taking the ELA Regents for all sub-groups as measured by NCLB accountability rules through the development and implementation of an effective program for targeting at-risk students.

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): Whole School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to promote accountable collaboration between teachers our school will implement inter-disciplinary inquiry team cluster groups organized around ESL levels (from beginners to native language proficiency) using ARIS.</p> <p>90% of teachers and administrators will participate in inter-disciplinary inquiry teams using ARIS as a collaborative tool as based on attendance at inquiry team group meetings, professional development seminars, peer observations, formal and informal observations by June 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> Reorganization of the schools traditional Academic Departments into inter-disciplinary Cluster Groups organized around levels of English language acquisition. Introduce ARIS as a collaborative tool share resources, best practices, and serve as platform for communication. <p><u>Target Population</u></p> <ul style="list-style-type: none"> All pedagogical and administrative staff including administrators, teachers, guidance counselors, and paraprofessionals. <p><u>Responsible Staff</u></p> <ul style="list-style-type: none"> Administrators - Michael Toise, Judy Horvay, Mark Testa, Sam Hussey, and Jim Reed Department Coordinators – Geraldo Maldonado, Paul Padua Guidance Counselors – Nadia Zabarina, Anjelique DaCosta, and David Robinson Teachers – All teachers <p><u>Implementation Timeline</u></p> <p>September</p> <ul style="list-style-type: none"> Cabinet level planning on reorganization of academic departments Academic departmental discussions on organizational structure and goals of cluster reorganization

	<ul style="list-style-type: none"> • Basic ARIS training for administrative staff <p>October</p> <ul style="list-style-type: none"> • Roll out of school reorganization • First bi-weekly meetings of newly formed cluster groups • Set up of fall semester cluster group Peer Observation schedule • Basic ARIS training for teachers and guidance counselors <p>November</p> <ul style="list-style-type: none"> • Schoolwide November 3 staff development meeting on cluster group reorganization to engage teachers and guidance counselors as stakeholders. Overall program goals will be discussed and clarified and staff generated monthly topics developed. ARIS training will be offered to both beginning and advanced users focused on using ARIS as a collaborative tool. • Ongoing bi-weekly meeting of cluster groups <p>December - January</p> <ul style="list-style-type: none"> • Ongoing bi-weekly meeting of cluster groups <p>February</p> <ul style="list-style-type: none"> • February 1 staff development to evaluate fall semester cluster groups and modify inquire team projects for spring semester. ARIS training will be offered to both beginning and advanced users. • Ongoing bi-weekly meeting of cluster groups • Evaluation of fall semester cluster group inquiry team projects <p>March – June</p> <ul style="list-style-type: none"> • Ongoing bi-weekly meeting of cluster groups • Evaluation of spring semester cluster group inquiry team projects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Title I 10% Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> • Periodic reviews of activity on ARIS Connect • Minutes of Cabinet and Cluster Group Meetings • Peer observations • Formal and informal administrative observations • Mid-year evaluations of inquiry team projects

Subject/Area (where relevant):

Whole School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order to create a stronger learning community and better engage parents and students as stakeholders in school goals we will increase the effectiveness of our communications and outreach efforts to parents and students.</p> <p>Based on the Learning Environment Survey for 2009-10 the school will increase from below average in communication with parents and students to average or better by June 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none">• Newsletters, Parent Workshops on ARIS, ELL and College, Parent-Teacher Conferences, Phone Outreach, Letters, Event Invitations, Native Language Liaison Teams in Spanish, French, and Chinese <p><u>Target Population</u></p> <ul style="list-style-type: none">• All parents and students <p><u>Responsible Staff</u></p> <ul style="list-style-type: none">• School Leadership Team• Administrators - Sam Hussey, Judy Horvay, Mark Testa, Michael Toise, Jim Reed• Parent Coordinator – Miriam Casillas• Guidance Counselors – David Robinson, Nadia Zabarina, Anjelique DaCosta• Grade Advisors – Joe Ross, Valerie Acerra• Student Government – TBD <p><u>Implementation Timeline</u></p> <p>September</p> <ul style="list-style-type: none">• Form Communication Sub-committee drawn from the School Leadership Team to spearhead parent and student outreach• Brainstorm with Cabinet and School Leadership Team for additional actions, strategies, and activities• Finalize student and parent outreach action plan• Plan fall ARIS Parent Workshop and Title III Parent Workshop• Have guidance counselors begin telephone outreach to parents and students on their caseload• Send letter of introduction from new school principal• Brainstorm Agenda for Parent-Teacher Conferences and October PTA meeting• Formation of a foreign language liaison team in Spanish, French, and Chinese to enhance communication• Open invitation to parents to participate in School

Leadership Team

October

- Parent-Teacher Conferences supported by language liaison teams with ARIS parent workshop
- End of 1st Interim Marking Period letters and phone calls to parents
- Invitation to seniors and their parents for college advising, ongoing
- Interim Questionnaire to Parents and Students
- Open invitation to parents to participate in School Leadership Team

November

- Follow up meetings as needed from October Parent-Teacher Conferences
- Fall semester school newsletter
- Invitation to all parents to Thanksgiving Day Event
- Title III Parental Involvement Workshop
- Open invitation to parents to participate in School Leadership Team

December

- Winter Letter to parents
- Guidance case conferences with students and parents with poor academic performance
- Open invitation to parents to participate in School Leadership Team

February

- Brainstorm Agenda for Parent-Teacher Conferences and October PTA meeting
- Plan spring ARIS Parent Workshop and Title III Parent Workshop
- Have guidance counselors begin telephone outreach to new parents and students on their caseload
- Brainstorm Agenda for Parent-Teacher Conferences and March PTA meeting
- Open invitation to parents to participate in School Leadership Team

March

- Parent-Teacher Conferences supported by language liaison team with ARIS parent workshop
- Open invitation to parents to participate in School Leadership Team

April

- Spring semester newsletter
- Open invitation to parents to participate in School Leadership Team

	<p>May</p> <ul style="list-style-type: none"> • Event invitation to parents for International Day Talent Show • Open invitation to parents to participate in School Leadership Team • College Advising for Parents and Students <p>June</p> <ul style="list-style-type: none"> • Invitation to parents for all graduating seniors •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Title I Parental Outreach Money • Title III Parental Outreach Money • Tax Levy Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> • Interim surveys administered to Parents and Students on Open School Day in the fall will indicate level of parental satisfaction of “very satisfied” • Informal conversations with parents and students

Subject/Area (where relevant):

Whole School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order to improve student attendance the school will implement an attendance and drop-out prevention program based on an early engagement model based on Leadership Classes designed to reach out to students from the first day of school in order to raise attendance rates.</p> <p>The attendance of students will improve from 84.1% to 85.1% for the 2009-10 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none">• Leadership Classes to fully engage students in school life and build self-esteem <p><u>Target Population</u></p> <ul style="list-style-type: none">• All incoming non-ELL students <p><u>Responsible Staff</u></p> <ul style="list-style-type: none">• Administrators – Margaret Aylward, Sam Hussey, Michael Toise• Guidance Counselors – David Robinson, Nadia Zabarina, Anjelique DaCosta• Youth Development Advocates• Grade Advisors – Joe Ross, Valerie Acerra• Teachers – Susan Price, Magaly Lucas <p><u>Implementation Timeline</u></p> <p>July</p> <ul style="list-style-type: none">• Weekly meetings of curriculum development committee to design curriculum for Leadership Classes based on Youth Development Curriculum <p>August</p> <ul style="list-style-type: none">• Ongoing weekly meetings of curriculum development committee to design curriculum for Leadership Classes based on Youth Development Curriculum.• Programming of all new night “freshmen” for Leadership classes <p>September</p> <ul style="list-style-type: none">• Continued programming of all new night “freshmen” for Leadership classes as they are admitted• Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers• Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment

October

- Continued programming of all new night “freshmen” for Leadership classes as they are admitted
- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers
- Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment

November

- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers
- Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment
- Interim Assessment of program effectiveness at the end of cycle 1

December

- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers
- Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment
- Interim Assessment of program effectiveness at the end of cycle 1

January

- Programming of all new spring semester night “freshmen” for Leadership classes as they are admitted
- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers
- Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment
- Fall end of semester review to assess program effectiveness

February

- Continued programming of all new night “freshmen” for Leadership classes as they are admitted
- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers
- Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment

March

- Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers

	<ul style="list-style-type: none"> • Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment <p>April</p> <ul style="list-style-type: none"> • Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers • Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment • Interim Assessment of program effectiveness at the end of cycle 3 <p>May</p> <ul style="list-style-type: none"> • Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers • Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment <p>June</p> <ul style="list-style-type: none"> • Weekly meetings of Leadership staff for ongoing curriculum development, case counseling and integration with content area teachers • Monthly meeting of Leadership staff with principal to assess program effectiveness and resource alignment • Spring end of semester review to assess program effectiveness <p><u>Schedule</u> Leadership classes will take place period 10 Monday-Thursday</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • YABC Funds • Tax Levy Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> • Weekly assessment of Leadership class attendance • Cycle (10 Week) review of student daily attendance will show student attendance of at least 85.0%. • End of semester reviews in January and June of overall program effectiveness in raising student attendance will show student attendance of at least 85.1%.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase our participation rate of students taking the ELA Regents for all sub-groups as measured by NCLB accountability rules through the development and implementation of an effective program for targeting at-risk students.</p> <p>Our school will increase its participation rate for all sub-groups to 95% for the 2009-10 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> • Early identification of students not on target to take the ELA Regents exam in January or June of 2010, i.e. at-risk students. • Coordination of academic intervention services between the school and Comprehensive Development, Inc., a school-based CBO. • Outreach by Language Liaison Teams to students in their native language through letters and phone calls to increase attendance in tutorials and on exam day. <p><u>Target Population</u></p> <ul style="list-style-type: none"> • All ELL students <p><u>Responsible Staff</u></p> <ul style="list-style-type: none"> • Administrators - Michael Toise, Judy Horvay, Sam Hussey • Guidance Counselors – Nadia Zabarina, Anjelique DaCosta, David Robinson • Teachers – Lisa Pesce, Anatoliy Verbin, Karen Hillam, Lauren Tynan, Harro Von Maknassy, Milton Kaufman, Joanna Wegielnik and Fred Toms • CDI tutor coordinators • Language Liaison Team <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> • September – Case review by all guidance counselors of all 2010 cohort students and identification of those students not on track to take the ELA Regents exam in January or June of 2010. Discussion of guidance counselor results with ELA Department to determine an academic intervention plan for each at-risk student. Coordination of academic intervention plans within the ELA Department and with CDI tutors. Outreach by Native Language Liaison Team through phone calls, meetings, email, and letters to bolster attendance at tutorial sessions. • October – Identification and review of any new or transfer students. Interim Marking Period review of

	<p>student progress based on class grades, attendance, and tutor evaluations. Beginning of small group tutoring for all at-risk students and in-class peer tutors as necessary. Continuing outreach by Native Language Liaison Team through phone calls, meetings, email, and letters to bolster attendance at tutorial sessions.</p> <ul style="list-style-type: none"> • November – Cycle 1 review of student progress based on class grades, attendance, and tutor evaluations. • December – Interim marking period review. Administration of ESL periodic assessments. • January – Semester 1 review of student progress based on ESL periodic assessments, class grades, attendance, and tutor evaluations. Identification of those students who have not taken the January ELA Regents exam. • February – Case review by all guidance counselors of all 2010 cohort students and identification of those students not on track to take the ELA Regents exam in June of 2010. Discussion of guidance counselor results with ELA Department to determine an academic intervention plan for each at-risk student. Coordination of academic intervention plans within the ELA Department and with CDI tutors. • March – Identification and review of any new or transfer students. Interim Marking Period review of student progress based on class grades, attendance, and tutor evaluations. Beginning of small group tutoring for all at-risk students and in-class peer tutors as necessary. • April – Cycle 3 review of student progress based on class grades, attendance, and tutor evaluations. • May – Interim marking period review. Administration of ESL periodic assessments. Final identification of all cohort 2010 students who need to take the June ELA Regents exam. • June – June ELA Regents exam administration. Yearly review of student progress and program effectiveness based on ESL periodic assessments, class grades, attendance, and tutor evaluations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Title III • Title I • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> • December – Fall Semester review of those students scheduled to take the ELA Regents exam in January • January – Mid-year review of ELA Regents results will show a participation rate of 90% or higher. • May – Spring Semester review of those students scheduled to take the ELA Regents exam in June. Final program evaluation will show a participation rate of 95% or higher.

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								
10	287	125	97	48	162	1	37	0
11	103	118	62	68	43	0	23	0
12	93	173	172	63	67	1	52	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Remedial Course for mainstream new admits who have low numeracy and literacy levels based upon diagnostic tests. Auditing is available to students who need to pass or have failed a Regents, student has an opportunity to attend the same course in the night program. Supplementary ESL instruction is a mandated ESL instructional hours for all ELLs in levels 1-2.
Mathematics:	Remedial Course for mainstream new admits who have low numeracy and literacy levels based upon diagnostic tests. Drop-in tutorials in Math are held in a designated classroom, math teachers as well as volunteers tutors provided by the Student Life Center make themselves available to any at-risk students after school. Peer tutorial program in Math is held daily from 4:10 to 6:30 p.m.,
Science:	Supervised Study Program for Seniors is designed for seniors who, due to employment and parenting responsibilities, are unable to attend our Academic Weekend Programs. These students report to school at hours most convenient to their schedule in order to complete required coursework under the direct supervision of an AP and staff.
Social Studies:	Supervised Study Program for Seniors is designed for seniors who, due to employment and parenting responsibilities, are unable to attend our Academic Weekend Programs. These students report to school at hours most convenient to their schedule in order to complete required coursework under the direct supervision of an AP and staff.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors conduct small group counseling with at-risk students; conduct small group counseling with parents, coordinate support services and crisis intervention with Student Life Center, establish group guidance sessions on the New Standards with parents and tutors create career exploration programs conduct parent-teachers conferences.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Our School Social Worker is the link between at-risk students, their homes, school and community. In order to increase at-risk students' academic success, the social worker assesses students' needs through on going meetings, collaborations and outreach with various community agencies. The social worker also provides one on one counseling with our at-risk students. She makes referrals to outside agencies (day-care centers, shelters, psychological counseling in addition to GED and other alternative educational programs in order to provide/enlist appropriate interventions to assist students based on their individual needs.
At-risk Health-related Services:	CDI continues to sponsor the visit of a Health Van containing a primary care clinic, sponsored by the community Healthcare Network. It visits the school weekly providing examinations, referral, immunizations and screenings, and prevention strategies for pregnancy and sexually transmitted diseases.

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.

List of LAP Team Members and Meetings

The LAP team members meet every semester. Our LAP team members are as follows:

Toise, Michael - Principal
Horvay, Judith – AP - ESL
Casillas, Miriam – Parent Coordinator
Zabarina, Nadia – Guidance Counselor
Tudor, Ioan – Parent member
Verbin, Anatoliy - ESL teacher
Wegielnik, Joanna – ESL teacher

Teacher Qualifications

- We currently have 11 fully certified ESL teachers and one Bilingual Spanish teacher. All teachers' licenses/certifications are on file.

ELL Demographics

Manhattan Comprehensive has an enrollment of approximately 500 older ELL students out of a total school register of 750, approximately 65% of our total student population are ELLs. Our Language Allocation Policy implements a Free Standing ESL Program, which services the English language requirements of students who wish to enter college. These students normally stay in the ESL programs for four semesters and are also programmed to native language arts and content area courses. Currently we have enrollment of approximately 400 SIFE students out of a total of 500 Mandated ELL students, out of our total ELL population 292 are new comers, less than 1% are long term ELL. We have a free standing ESL program in which students receive all instruction in English, with the addition of native language arts instruction in Chinese and in Spanish. The majority of our ELLs fall into three language groups, Mandarin Chinese, Spanish, and French. Currently we have enrollment of 1 special education ELL.

Parent Program Choice

During our intake testing days, all ELL students and their accompanying parents watch the DOE Orientation DVD for Parents of Newly Enrolled English Language Learners in their native languages where they are informed of the three types of programs available for ELLs. They are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

Assessment Analysis & Planning for ELL's

We have a free standing ESL program in which students receive all instruction in English, with the addition of native language arts instruction in Chinese and in Spanish. The number of ESL instruction units meet and exceed the NYS CR part 154 stipulations, to wit:

Beginner	576 minutes of ESL instruction per week (mandated: 540 minutes)
Intermediate	584 minutes of ESL instruction per week (mandated: 360 minutes)
Advanced	192 minutes of ESL instruction per week (mandated: 180 minutes)

A special feature of our program is the provision of supplemental ESL instruction which has become the centerpiece of our weekend academies: Saturday Program and Sunday Program. Each beginner and intermediate ELL is programmed to a minimum of 6 hours, maximum of 12 hours per week of supplemental ESL instruction.

We have six levels of ESL

ESL 1	Low Beginner
ESL 2	High Beginner
ESL 3	Low Intermediate
ESL 4	High Intermediate
ESL 5	Advanced
ESL 6	Transitional

Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our newly created DY0 periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL.

The results of our NYSESLAT and LAB R exams for the past three years have consistently shown that majority of our students' scores tend to fall in the intermediate bracket, equally in the areas of listening/speaking and reading/writing. We therefore concentrate equally on all four areas in our curriculum.

We have a uniform set of skills and materials for each level of proficiency. Each level's curriculum is designed to meet the degrees of listening, speaking, reading, and writing competencies articulated in "Description of Proficiency Levels," *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language*. Albany, NY: The University of the State of New York, State Education Department, Office of Bilingual Education, 2004, pp. 3-12.

In addition, we have designated ESL 5 as our Regents Prep course. Students at this level are provided a 6th day of supplemental instruction in our weekend academies to help them prepare for the ELA Regents. Students who pass the exams with a 65 or better are promoted to Level 6, those who pass with a 75 or better are programmed to an AP in English course.

Our instructional strategies for ESL focus on the achievement of communicative competence (speaking, listening, reading, and writing), vocabulary building, and phonetics. We utilize research-based methods such as *Krashen's Language Plus 2*, techniques based upon Cummins' *BICS/CALP* categories, the *Natural Approach*, *Total Physical Response*, *Communicative Approach*, *Notional Functional Approach*, *Cognitive Approach*, *Music*, and *Poetry*, even the *Grammar-Translation* and *Audio-Lingual approaches*. We are currently developing thematic units encompassing our current curriculum's skills and materials based on Wiggins & McTighe's *Understanding by Design*.

In addition:

Our ELA/ESL programs emphasize those aspects of the *SED Learning Standards* that focus on the improvement of literacy. Specifically, we have aligned our curriculum to meet the Standards for reading, writing, speaking/listening/viewing, conventions/ grammar and usage, literature, public documents, and functional documents. For example, we have created a Reading/Writing Course (Understanding Rhetoric). This is a double-period initial course for students who have been identified at admission to have low literacy levels, based upon placement exam results, transcript history, and in-person interview. This course has been designed to help the needs of both former ELL's and mainstream students with lower levels of literacy. Identified students are placed in this course regardless of the number of ELA credits they have previously earned. The course focuses on decoding/metacognitive techniques in reading and on grammar skills/rhetorical devices in writing. Teachers of these courses have undergone training in the National Center on Education and the Economy's "*Ramp-Up to Advanced Literacy*" Program as well as the Wilson Reading Program. These students will be taught reading strategies on how to approach multiple-choice questions, which comprise a major component of ELA and Social Studies Regents. In addition the ELA department intends to implement in this course reading and writing strategies that will focus on: (a) identifying, practicing and internalizing reading comprehension strategies through direct instruction, independent reading, modeling, conferencing, and classroom conversation; (b) developing and organizing written non-fiction and literary responses that evidence sound understanding, interpretation, meaning, and language use through direct instruction, modeling, cooperative activities, independent practice, and conferencing. While this course is designed primarily to provide pre-regents preparation for mainstream and ELL students by building reading and writing foundations to facilitate students' successful transitions to ELA Regents preparation courses, its design serves other students' needs as well. It provides basic reading and writing fundamentals to help prepare students for other content areas as well strategies and skills with which to tackle the challenges of college curriculums.

The majority of our ELLs fall into three language groups, Mandarin Chinese, Spanish, and French. We offer native language arts classes and clubs in all three and have had consistently excellent results in the Regents and LOTE exams in those languages and others.

The inception of a 5th summer cycle in our school calendar will enable us to provide additional instructional hours for ELLs to get their language learning up to speed; provide us more time to prepare Regents bound students; create remedial and ELA Regents review courses for students who failed the exams in previous attempts; and enrich our curriculum with the addition of new elective courses.

- Please describe your plan for transitional support for two years for ELLs reaching NYSESLAT proficiency.

Our students who have reached NYSESLAT proficiency are transitioned into our ESL level 6 class, which is combined with our mainstream Understanding Rhetoric class. This is a college preparatory class. As we are a transfer school, the majority of our ELL students graduate after completing this class.

Once again, as we are a transfer school, the majority of our ELL students are over aged and under credited, and therefore, take more than four years to graduate. We provide six levels of ESL in order to accommodate the needed time for language acquisition.

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods during both day and night classes. Included in this group of math tutors are individuals who speak Chinese, Spanish, and French. Peer math tutoring outside of regularly scheduled math classes is available for ELL students during period 10 and 11 in the Cafeteria from 3:52 – 5:31 pm. The peer tutors are ELL students who have successfully completed the math course for which they provide tutoring, and have been recommended by their math teacher. Another form of math intervention available to ELL students outside of regularly scheduled math classes is volunteer math tutoring. Volunteer tutoring is conducted by a combination of current and former math teachers, and other adults proficient in math, that have received training from Learning Leaders. Volunteer tutors meet with ELL students individually, or in pairs, before or after their school day, or during the students' free period. ELL students may be assigned to attend peer or volunteer tutoring by their math teacher, or they may choose to attend on their own. Finally, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science tutors who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods during both day and night classes. Both of these in-class tutors have extensive backgrounds in science. One of these in-class science tutors focuses specifically on Regents Living Environment classes, our highest volume Regents science class, and the other one provides intervention in both Regents Chemistry and Regents Living Environment classes. Peer science tutoring outside of regularly scheduled science classes is available for ELL students during period 10 from 3:52 – 4:40 pm in Science lab room 602, and during Period 11 from 4:43 – 5:31 pm in the Cafeteria. The peer tutors are ELL students who have successfully completed the science course for which they provide tutoring, and have been recommended by their science teacher. At least one of the in-class tutors is also consistently present and available for intervention during both science peer tutoring periods.

Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science tutors, as well as volunteer adults proficient in science, that have received training from Learning Leaders. The Living Environment in-class tutor also provides regularly scheduled small group Friday review intervention for ELL students. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Fridays leading up to the science Regents exams in January and June.

For Global Studies and Living Environment Regents on average we have 150 ELLs taking the exams every semester. Global Studies Regents in June 2008 has a passing rate of 91%, Living Environment Regents in June 2008 has a passing rate of 95%.

We have less than 5% of our ELLs request to take content area Regents in translated version. Those that do have consistently scored in the same percentile as those who take the exam in English. Due to the limited amount of students (often less than 3) requesting content area Regents in their native languages, we do not formally track their statistics.

The following chart shows all ELLs' Regents results in the content areas for 2008-09:

Subject	Pass %	# of students
ELA (two sessions)	92.5%	209
Global Hist. & Geor.	90.5%	152
US Hist. & Gov't	93.9%	139
Mathematics A	98.1%	104
Mathematics B	98.5%	66
Algebra	88.8%	95
Living Environment	94.7%	162
Chemistry	89.5%	34
Physics	100.0%	37

Resources and Support

Our curriculum is skills based and we therefore use a variety of materials including: the Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, to name a few. All ESL teachers use laptop carts in the classroom and our beginning level teachers have now incorporated use of the Smart Board into the levels one and two curriculum and will be providing workshops to the rest of the staff.

Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned

to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a **Balanced Literacy** Program as discussed in the ELA section above.

For Spanish, we will pick up where they left off in the study of literature in their home countries not only to assist them in developing a deeper appreciation of their culture but also to enhance their literary knowledge. Hence, we will introduce students to significant authors from Spain and Latin America (e.g., Federico Garcia Lorca, Isabel Allende, Gabriel Garcia Marquez, Jorge Luis Borges, etc.).

For Chinese, we likewise will provide students with the study of Chinese classical and modern literature they did not complete in China. This will help them develop a deeper appreciation of the Chinese culture and to enhance their knowledge of literature, advance their writing skills, and improve their study habits. Hence, we will introduce students to the important ancient and modern Chinese authors and thinkers, e.g., Confucius, Zhuang Zhou, Qu Yuan, Li Bai, Du Fu, Han Yu, Su Shi, and the like. The list includes writers whose works are still banned by the current regime in China.

In addition to Native Language Arts classes we have staff members, counselors and tutors who speak Hindi, Spanish, Portuguese, Mandarin, Cantonese, and French who provide academic and social service support to our ELL students in their native languages.

The following are our proposed areas of professional development to ensure the 7.5 hours of strategies in teaching ELLs:

- Seminars and workshops on the use of the Smart Board in the ESL classroom.
- Seminars and workshops on the extensive use of Backward Design as presented by Wiggins and McTighe in *Understanding by Design*.
- Seminars and workshops on Differentiated Instructional Strategies.
- Curriculum development, including the integration of technology in the ESL/ELA classrooms and the inclusion of ESL strategies in the content area (in particular Living Environment and Global Studies.) These will include ESL/ Content area collaborative workshops and seminars in which curriculum will be produced for both beginning level ESL students as well as our newly established AP English/US History course.
- Joint seminars of teachers, parents, students, and CBOs for implementation and enrichment of the school's Language Allocation Policy (LAP).
- AP in English certification for one or two teachers.

As a transfer school, all our students have to have completed 9th grade before entering our school. Therefore, we do not transition students from the middle-to-high school level.

Language Allocation Program Descriptions

We have a free standing ESL program in which students receive all instruction in English, with the addition of native language arts instruction in Chinese and in Spanish. The number of ESL instruction units meet and exceed the NYS CR part 154 stipulations, to wit:

Beginner	576 minutes of ESL instruction per week (mandated: 540 minutes)
Intermediate	584 minutes of ESL instruction per week (mandated: 360 minutes)
Advanced	192 minutes of ESL instruction per week (mandated: 180 minutes)

A special feature of our program is the provision of supplemental ESL instruction which has become the centerpiece of our weekend academies: Saturday Program and Sunday Program. Each beginner and intermediate ELL is programmed to a minimum of 6 hours, maximum of 12 hours per week of supplemental ESL instruction.

LAP Worksheet attached.

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Children First Network 1 / 02	School Manhattan Comprehensive Night
Principal Michael Toise	Assistant Principal Judith Horvay
Coach N/A	Coach N/A
ESL Teacher Joanna Wegielnik	Guidance Counselor Nadezhda Zabarina
Teacher/Subject Area Verbin Anatoliy / ESL	Parent Ioan Tudor
Teacher/Subject Area Geraldo Maldonado / Social Stu	Parent Coordinator Miriam Casillas
Related Service Provider Louis Small	SAF Geraldine Swanson
Network Leader Shona Gibson	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	15

C. School Demographics

Total Number of Students in School	874	Total Number of ELLs	591	ELLs as Share of Total Student Population (%)	67.62%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)					0
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained	1	314	184	92	591
Push-In/Pull-Out					0
Total	1	314	184	92	591

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	591	Newcomers (ELLs receiving service 0-3 years)	528	Special Education	3
SIFE	122	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	528	122	3	48			15			591
Total	528	122	3	48	0	0	15	0	0	591

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

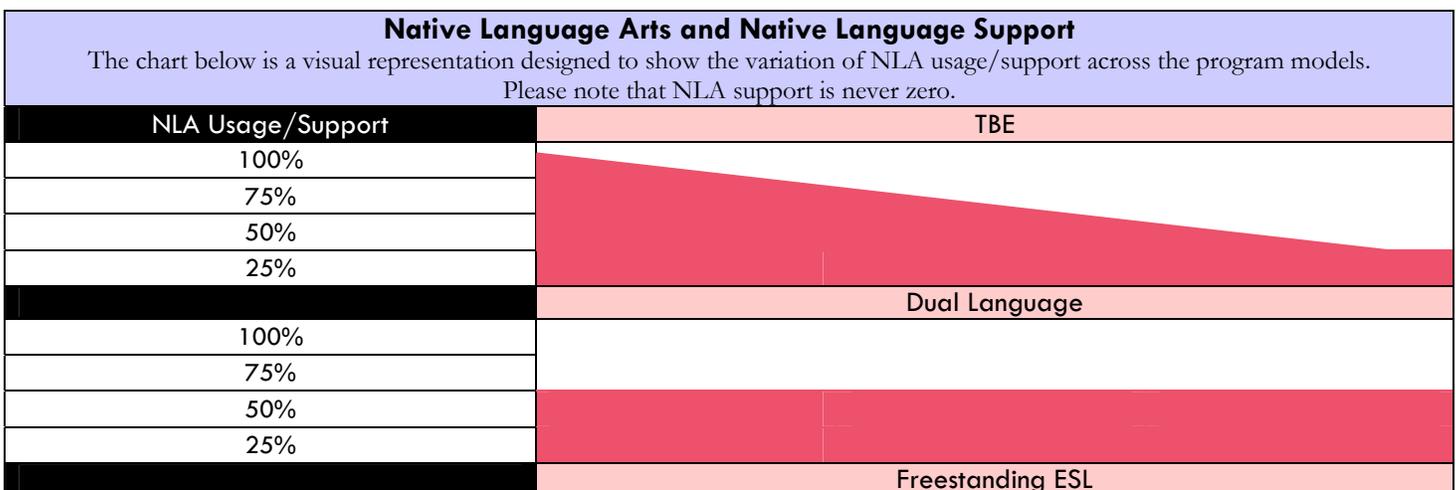
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish		73	53	50	176
Chinese		85	42	12	139
Russian		1	1	1	3
Bengali		8	4	2	14
Urdu		6	3		9
Arabic		8		1	9
Haitian Creole		7	13	4	24
French		53	24	6	83
Korean		1		3	4
Punjabi			1		1
Polish		1	7	3	11
Albanian		2	4	2	8

Other		62	30	8	100
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Programming and Scheduling Information					
1. How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 					
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 					
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.					
4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 					
TOTAL	0	307	182	92	581

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



100%		BEGINNERS	INTERMEDIATE	ADVANCED
75%				
50%				
25%				
TIME				

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)		52	19	3	74

Intermediate(I)		60	91	40	191
Advanced (A)		7	19	18	44
Total Tested	0	119	129	61	309

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		14	
Math A				
Math B				
Integrated Algebra	8		8	
Integrated Geometry				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	13		11	
Physics				
Global History and Geography	10		8	
US History and Government	16		16	
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				

NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

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

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Horvay	Assistant Principal		
Miriam Casillas	Parent Coordinator		
Anatoliy Verbin	ESL Teacher		
Ioan Tudor	Parent		
Joanna Wegielnik / ESL	Teacher/Subject Area		
Geraldo Maldonado / Social Studies	Teacher/Subject Area		
	Coach		
	Coach		
Nadezhda Zabarina	Guidance Counselor		

Geraldine Swanson	School Achievement Facilitator		
Shona Gibson	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Research on second language acquisition indicates that it takes an average of six years for an adult learner to achieve academic proficiency in the new language. Our students must achieve the impossible in two years in order to pass the ELA Regents. To compensate for such a strict timeframe, they are programmed to supplemental ESL courses in our Sunday program. Our beginners, for example, are provided an average of 6 hours of supplemental instruction per week. All our ESL students attend our Sunday program, from September 13th, 2009 to June 6th, 2010, for 24 Sundays. 11 certified ESL teachers instruct during our Sunday program. **Our Sunday ESL Program is funded by Title III.**

At this current time, we do not have a bilingual program as a result of Parental Program Selection.

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1

We will hire one certified ESL teacher for our Regents bound cohort ELL students only for 24 sessions of two and half hours taking place Fridays from 10:00 am until 12:30 pm, these are additional hours outside of the students' regular school hours. These students are in need of extra instructions in order to pass the English Regents exam in their cohort year.

These students will be receiving instructional support of the following types:

1. **Direct instruction** (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing).
2. **Indirect instruction** (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, cloze procedure),

These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas:

- Meaning
- Development
- Organization
- Language Use
- Convention

3. Materials

- a. *Sherlock Homes*
- b. *Discovering Fiction Book 1*

PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2

Supplemental Intensive ESL Program for all our ESL students from 9:30 am to 1:15 pm and 1:45 pm to
MAY 2009

5:30 pm for 24 Sundays, from September 13th, 2009 to June 6th, 2010.

This program is intended to expedite the progress of our lower level students who have limited time to advance to the regents level, these are additional hours outside of the students' regular school hours.

11 certified teachers are paid by Title III funds, and there are 500 + students in attendance.

These students will be evaluated based on their performances on the promotion exams.

These students will be receiving instructional support of the following types:

1. **Direct instruction** (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing).
2. **Indirect instruction** (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, cloze procedure),
These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas:
 - Meaning
 - Development
 - Organization
 - Language Use
 - Convention
3. **Materials** (reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, cloze procedure)
 - a. *English In Action 1 and 2*
 - b. *Easystart Readers*

These activities are funded by Title III

High-Quality Professional Development

None of the above professional development activities are funded by title III as title III funds high quality instructional programs.

All ESL and ELA teachers of the school will participate in a series of three 5-hour Saturday Staff Development Programs. The seminar-workshops are designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams, and thereby enable the school to achieve in English the Federal Title I and State accountability status of *In Good Standing* by August 2010.

- Seminars and workshops on the use of the Smart Board in the ESL classroom. (9/8/2009)
- Seminars and workshops on the extensive use of Backward Design as presented by Wiggins and McTighe in *Understanding by Design*. (11/03/2009)
- Seminars and workshops on Differentiated Instructional Strategies. (11/03/2009)
- Curriculum development, including the integration of technology in the ESL/ELA classrooms and the inclusion of ESL strategies in the content area (in particular Living Environment and Global Studies.) These will include ESL/ Content area collaborative workshops and seminars in which curriculum will be produced for both beginning level ESL students as well as our newly established AP English/US History course. (Every other Monday, 4:00 pm – 5:00 pm)
- Joint seminars of teachers, parents, students, and CBOs for implementation and enrichment of the school's Language Allocation Policy (LAP). (10/18/2009)
- AP in English certification for one or two teachers. (Ongoing)

None of the above professional development activities are funded by title III as title III funds high quality instructional programs.

Description of Parent and Community Participation Activity (Optional)

We host twice a year (11/19 and 03/21) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than **50 parents** usually attend with translation offered in Spanish, Mandarin, Cantonese, and French.

At these workshops, snacks are served, and copies of handouts are distributed to parents.

We host monthly (third Wednesday of every month) parental meetings/workshops for parents of ELLs that are **not** charged to Title III.

Form TIII – A (1)(b)

School: 02M575 BEDS Code: 310200011575

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

Allocation Amount: \$76906		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$66854.4	<u>SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#1</u> 60 hours of per session for one licensed ESL teacher to support ELL cohort students: 24 Fridays x 2.5 hours x \$49.89 = \$2993.4 <u>SUPPLEMENTAL INSTRUCTIONAL ACTIVITY#2</u> 924 hours of per session for licensed ESL teachers to support ELL students on Sunday: 24 Sundays x 3.5 hours x 13 teachers x \$49.89 = \$62861.4 <u>Parental Workshop</u> 20 hours of per session for licensed ESL teachers to support parents of ELLs: 2 days x 2 hours x 5 teachers x \$49.89 = \$999.6
Purchased services	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,199.5	<i>English In Action 1</i> by Barbara H. Foley and Elizabeth Neblett, Penguin Easystart Readers (Various): \$21 x 140 = \$2940 <i>English in Action 2</i> , by Barbara H. Foley and Elizabeth R. Neblett, <i>Sherlock Homes</i> (Adapted Penguin Reader), \$21 x 140 = \$2940 <i>Discovering Fiction Book 1</i> , Kay and Gelshenen \$18.85 x 70 = \$ 1319.5
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	\$2852.1	Snacks served at Parental Workshop: \$ 450 Xerox copies of handouts for Parental Workshops: \$350 Classroom Instructional Supplies (Markers, Pens, etc.) used by instructors during Sunday supplemental program = \$ 2052.1
TOTAL	\$76906	

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010 **A-2(a)**

School District: 02

School Building M75

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-2010)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Iden ti Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL									
Arabic (ARB)											9			0			1				
Bengali (BEN)											9			5			1				
Bosnian (BOS)											0			0			0				
Chinese (CMN)											130			85			22				
French (FRA)											62			37			6				
H. Creole (HAT)											7			13			3				
Hindi (HIN)											0			1			0				
Japanese (JPN)											0			0			0				
Korean (KOR)											1			3			1				
Polish (POL)											1			12			2				
Portuguese (POR)											3			1			0				
Russian (RUS)											1			1			1				
Spanish (SPA)											72			62			23				
Vietnamese (VIE)											0			1			0				
Other											36			48			18				
SUB TOTALS →											361			267			78				

Total Number of LEP students
Identified in the Building in 2009-2010 630
(Do not include long-term LEPs)

Total Number of LEP students **Served**
in the Building in 2007-08 649
(Do not include long-term LEPs) Bilingual ESL

Form TIII – A (1)(b)

School: 02m575

BEDS Code: 310200011575

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

Allocation: \$76,040		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 60,451	9 Teachers * 24 Session * 6.5 hours
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$ 13,829	Instructional Materials: English In Action 1 by Barbara H. Foley and Elizabeth Neblett, Penguin Easystart Readers (Various): \$21 x 140 = \$2940 English in Action 2, by Barbara H. Foley and Elizabeth R. Neblett, Sherlock Homes (Adapted Penguin Reader), \$21 x 140 = \$2940 Discovering Fiction Book 1, Kay and Gelshenen \$18.85 x 70 = \$ 1319.5 Instructional Supplies = \$ 6629.5
Travel	\$ 1,760	Cost of Cultural Experience: Museum of Modern Arts - \$850 Museum of Nature History - \$910
Other		
TOTAL	\$ 76,040	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
On order to conduct our needs assessment for written translation need s we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent0teacher conferences in 2009-2010. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate ours statistical results with the practical experience of teacher and guidance counselors.
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.
After a review of the data we determined that a major need for written translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Through our discussions with both teachers and guidance counselors it became clear that many parents shied away from parent-teacher conferences due to a perceived inability to communicate fluently in English.

Part B: Strategies and Activities

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.
We plan to provide written translations of our open school day letter to all parents in Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic informing parents we will have translators available to assist during parent teacher conferences. Providing such services will lead to increased parent involvement by facilitating communication with bother teachers and guidance counselors. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as the need arises throughout the year.

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.

In order to conduct our needs assessment for oral translation needs we examined the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of oral translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2009-10. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

After a review of the data we determined that a major need for oral translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Through our discussions with both teachers and guidance counselors it became clear that many parents who have attended parent-teacher conference have had trouble communicating with teachers.

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>.

We plan to provide written translations of our open school day letter to all parents in Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic informing parents we will have translator available to assist during parent teacher conferences. Providing such services will lead to increased parent involvement by facilitating communication with both teachers and guidance counselors. We also plan to translate other key documents for outreach, such as parent handbook and recruitment flyers, as the need arises throughout the year.

In addition we provide professional simultaneous translators during parent-teacher conferences; we recently purchased wireless headset translation devices as used at the U.N. This allows us to provide simultaneous translation for a greater number of parents.

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:	\$1,120,259	\$105,874	\$1,226,133
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,203		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,059	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$56,013		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,294	
6. Enter the anticipated 10% set-aside for Professional Development:	\$112,026		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,587	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 92%
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.

I. General Expectations

Manhattan Comprehensive Night and Day High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Manhattan Comprehensive Night and Day School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Manhattan Comprehensive Night and Day School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Manhattan Comprehensive Night and Day School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. Manhattan Comprehensive Night and Day School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Manhattan Comprehensive Night and Day School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Manhattan Comprehensive Night and Day School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

See School Parent Involvement Plan:

SCHOOL PARENT INVOLVEMENT PLAN

1. School Parent Involvement Policy: Please develop a school wide policy statement that addresses the school's parent involvement philosophy and goals. Please ensure that your policy and goals are aligned with the District's policy and goals.
Goals: To establish a working relationship among the parents, school administrators, teachers, home and community.
To provide opportunities and training for parents to participate in school governance and education decision making.
2. Please describe how your plan will ensure that all parents, including working parents and parents of students with special needs are going to be afforded the opportunity to participate.
 - o All parents of children attending the school shall be offered an opportunity to participate in the School Parent Involvement Plan at the beginning of each school year and until June 30 of the school year.
 - o Parent of special needs students are contacted directly by phone and reminded of opportunities to participate during school conferences and IEP conferences.
3. Please describe your school's mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.
Parents are notified as follows:
 - o Three weeks prior to each meeting or workshop a letter of notification is sent to each parent
 - o One week before each meeting telephone calls are made to remind parents of an upcoming
 - o Notices of meetings are also sent home by students attending the school.
4. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school's leadership team and how they are selected.
Parents are an integral part of the decision making process:
 - o Each April parents nominate and elect candidates for all elective positions the Parent's Executive Board.
 - o Each member of the Executive Board has the right to vote on decisions affecting school program.
 - o Parent representations are also elected to the School Leadership Team. There are three parents elected to the team.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

See List of Projected School Year Activates for Parents:

ACTIVITY	PROJECTED DATE
Parental Notification for Students in Doubt of Graduation	November: potential graduates in January March – April: potential graduates in June
OPEN SHOOOL NIGHT/DAY	November April
College and Career Fair	March
Women’s History Month Awards Ceremony	April
Academic Awards Ceremony	February May
Graduation Ceremony	June
Intergenerational Sunday Classes 1. Computer 2. English Conversations	Each Sunday
Parent/ Adult Tutoring and Mentoring	Sunday through Friday: AM & PM

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Yvonne Soto. This policy was adopted by the Manhattan Comprehensive Night and Day High School on April 30th, 2009 and will be in effect for the period of 2009-2010 School Year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 22nd, 2010. **The Parent Involvement Policy will be reviewed on March 21st, 2010.**

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.

Manhattan Comprehensive Night and Day High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

Manhattan Comprehensive Night and Day High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards .
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: See School Activities.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports .Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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 visit 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:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child's class
 - 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.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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 in child reading practices and teaching and learning strategies.
- To work with his/her child/children on school work; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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.

All incoming students are given comprehensive intake exams in math and English. Students receive regular quizzes, exams, and writing assignments based on New York State academic achievement standards. ELL's receive LAB exams on intake and regular state wide NYSESLAT exams. All students for whom it is a requirement take the Regents Exams.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
-

See school profile.

3. Instruction by highly qualified staff.

92% of our teachers are highly qualified.

In order to achieve 100% HQT in 2009-2010 we will:

- Contact any teacher not highly qualified to notify them of the possibility of Title I Funding to remove any deficiencies
- Hire additional Math and Science teachers to cover to increase our HQT compliance rating*

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Section VI, Action Plan #3.

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

We have a stringent screening process for hiring new teachers. We have strong relationships with the student teacher coordinators at New York University, City College, Pace University, Lehman College, Queens College and Hunter College (CUNY). We normally are given the first cut of graduate student teachers from these institutions. We make certain that they are trained fully by our master teachers. They are involved in all aspects of curricular and instructional matters; they attend faculty meetings and professional development sessions. The assistant principals observe their teaching frequently and treat them as they would regular staff. Consequently, many of our current faculty started with us as student teachers.

We attend job fairs all over the city, place ads on the DOE website, and encourage promising teachers to visit the school.

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

We present parental involvement workshops. We have parent-teacher conferences twice a year. In addition we have an active leadership committee consisting of parents, teachers, student-government representatives and administration. We are planning parent/student/staff trips and activities for the 2009-10 school year. Staff, counselors, and attendance office personnel interact with parents through frequent phone calls.

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.

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.

Each department holds weekly or bi-weekly meetings. Staff participates directly in the creation and revision of promotional exams as well as standardized assessment tools. Teachers have created rubrics based on statewide academic standards.

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.

Remediation strategies are incorporated throughout all levels. Teachers refer students for tutoring services provided by the Student Life Center. Tutors are provided with forms completed by teachers detailing student needs. In addition master teachers are hired to provide additional class-time for cohort students who are struggling to meet academic achievement standards. Teachers continue use their extended time minutes to work with their students on specific areas of need.

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.

See Part I: School Profile for an account of the integrated vision and coordination of school programs.

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: Title I Corrective Action (CA)
Year 2 _____

SURR¹ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
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.

Our school will use its 10% set-aside to hire a staff developer to work with English teachers, as well as teachers across the curriculum, to develop writing skills in our ELL population preparing them for the ELA Regents. In Math and Science will also hire part-time coach to work with teachers in fostering the educational development of low achieving ELL students.*

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

In addition to the professional development provided by our ELA and Math/Science coaches, our school will be utilizing two trained teachers to mentor new teachers. In addition, our school will continue its practice of peer observations to enhance the level of professional support and collaboration.*

¹ School Under Registration Review (SURR)
MAY 2009

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.

We will mail letters translated into the home language of all parents when not English describing in simple and understandable terms our schools NCLB status.*

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

From 2006 to 2009, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any

grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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.

Limited English Proficiency/ESL Program. Approximately 65% of our students are English language learners (ELLs). They come from over 50 different countries. Because most of them are over 17 years of age, they are partial to an ESL curriculum. Hence, our **Language Allocation Policy** implements a Free Standing ESL Program, which services the English language requirements of students who wish to enter college. These students normally stay in the ESL programs for four semesters and are also programmed to native language arts and content area courses. There are currently six levels of ESL: (1) Low Beginner, (Level 1 is divided into low and high, the lows being students with zero English ability.) (2) High Beginner, (3) Low Intermediate, (4) High Intermediate, (5) Low Advanced –Regents Prep; (6) High-Advanced, Transitional. Our ESL students take the ELA Regents Exam when they reach level 5. Each level's curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments and promotional exams (periodic assessments.) The ultimate goal of the curriculum is to have students well prepared to pass the ELA Regents exam in two years or less. Many of our students must get from a level 1 to a level 5 within 18 months. (Level six's curriculum is determined by the data we receive as a result of the Regents Exam as well as in class assessments.) Our level 1 and 2 students receive a supplementary 3.5 hours of instruction on Sundays in order to get them through our accelerated program before they age out. Our level 5 (Regents level) students receive an extra 3.5 hours of Regents preparation on Fridays for the two months preceding the Exam.

The curriculum that was in place before the current one was found to be too rigid by most of the staff as it didn't allow for differentiated instruction or analysis of individual student needs. The first step of creating the current curriculum was to determine the skills and materials needed for each level. This was determined through many weekly (sometimes contentious) staff meetings analyzing promotion exams and their results. After determining the skills and materials teachers have been meeting in level groups or pairs to create their actual lesson plans. By creating a more open, skills based, curriculum we have allowed for more flexibility in teaching toward students' needs. Many of the ESL and English teachers have been using the curriculum design known as "Backward Design" from the book *Understanding by Design* by Wiggins and McTigue to create their lesson plans.

The ELA curriculum emphasizes the New York State SED Learning standards that emphasize the improvement of literacy skills. We identify students at admission with low literacy levels based on the data from their initial essays and transcript evaluation and place them in a pre-Regents course that focuses on decoding techniques in reading and rhetoric devices in writing. The two teachers of these courses have undergone training in the *Ramp Up for Literacy Program* and other basic literacy programs. After passing the pre-Regents course ELA students transition to our ELA

Regents prep course. This course provides not only Regents preparation but also the strategies and skills necessary to tackle the challenge of college curriculums.

We have had a great success rate with our ESL/ELA curriculum. Our Regents pass rate has hovered between 92% and 95% for the past 3 years.

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?

As indicated in question 1A.1, our success rate with our ESL curriculum specifically designed for our unique population of over-aged under credited ELL's is evidenced by their Regents pass rate of an average of between 92% and 95% for the past three years. The majority of our ELL students achieve an ELA Regents pass after residing in the U.S. for two years or less. In addition our ESL/ELA staff's ongoing commitment, evidenced by bi-weekly departmental meetings, to continually create a high-interest ELA curriculum emphasizing critical analysis and NY State Learning Standards for ESL, has been praised in our School Quality Review for the past two years.

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.

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.

The use of the Acuity Assessment tool is the recommended indicator used to assess the alignment of the mathematics curriculum according to the 2005 Standards. We have initiated this program and already have given our first assessment test. We are now using this test to observe student progress. Also, our textbooks in Integrated Algebra published by Prentice Hall all have the 2005 standards included.

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?

The Regents’ results of the past three years show over 95% passing in all Regent examinations.

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.

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.

. Differentiated instruction has been a hallmark and focus of our ELA instruction for several years. Teachers participate in “Best Practice” demonstrations during bi-weekly departmental meetings and engage in regular peer observations focusing on differentiated instruction. In addition to our 6 level ESL curriculum, ESL and ELA teachers have created an extended report card that focuses on skill area strengths and weaknesses in-order to further differentiate classroom materials and homework.

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?

Our success rate is evidenced by our high pass rate of 93%-95% on the ELA regents for the past 3 years.

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.

2B – Mathematics Instruction

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

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

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

Among the classroom practices used in the mathematics classroom we can include active cooperative learning techniques and the use of technology involving such tools as the Smart board and lap top instruction. Tutorial programs within the classroom and after school are prevalent. Finally Differentiated Instruction is now being implemented.

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?

Teacher observations by Math supervisor, and peer teacher observations. Best Practices demonstrated at department meetings and finally student outcomes in Regents exams.

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.

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

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.

We will monitor the reasons for teachers leaving our program by conduction an exit interview.

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?

Based on school accountability reports more than 82% of our staff has taught at our school for 2 or more years. Based on this statistic staff turnover does not appear to be high.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Our ESL teachers participate in frequent professional development forums focusing on the ELL population such as: workshops on differentiated instruction, bridging ESL standards and technology, mentoring training, and addressing the needs of Spanish speaking SIFE's, to name a few. In addition our school was granted the opportunity to design our own Periodic Assessments in English by the DOE. A team of 14 teachers and administrators participated in monthly workshops presented by America's Choice in order to learn test creation strategies specifically for assessing and analyzing second language acquisition.

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?

The success of our PD is evidenced by the high rate of our ELA Regents pass rate by ELLs.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We have a unique population of students at MCNDHS approximately 63% of our students are recent immigrants representing over 50 countries. They come to us with little or no English literacy and must pass the ELA Regents usually within two years before they age out. Each level's curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments, promotional exams, as well as NYSESLAT yearly scores. Many of our students must get from a level 1 to a level 5 within 18 months. (Level six's curriculum is determined by the data we receive as result of the Regents Exam.) We have been granted permission by NYC DOE to design our own period assessment which has been a vital instrument in our monitoring our ELL's academic progress. Our primary motive for designing our own assessment for our unique population of students was that Acuity (and last year's Princeton Review) didn't have the range of diagnosis specifically for ELLs. For example, English dominant children hit a slump in information gathering and processing in grade four. ELLs have more issues in

literary analysis, not informational, so their progression is very different. Prior to NCLB, most English Language Learners were not included in High Stakes standardized testing. The item analysis will indicate areas of concern wherever it is found that very few students get the item correct. In addition the structure of this test was developed with differentiation in mind. Each wrong answer is coded to a type of misconception and reading difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. These assessments will inform teachers, students, and parents the overall level of achievement as described as either not-proficient, approaching, proficient, or exceeding. In addition reports will include information about items that are either a Depth of Knowledge 1,2, or 3 level of cognitive complexity.

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?

Our use of Data in ELL instruction is evidenced by our high pass rate in the ELA Regents, hovering between 93% and 95% in the past 3 years.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Ongoing assessments through professional development and re-aligning goals as needed takes care of this area of program development. We also do retreats for the entire school personnel based on need for reassessment.

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?

Students are mainstreamed through a collaborative team teaching model. All service providers are kept abreast of general education and special educational academic needs and/or requirements of each student. Extended Report cards include grades and comments from both general education and special education teachers. Students are assessed and evaluated in a timely manner 8 times per year.

Deficiencies are addressed by all personnel involved in the educational process through resource room services, tutoring, peer intervention, credit recovery and general education and special education teacher collaboration. Students also receive assistance from our non-profit educational support group Comprehensive Development Inc. Students are provided vocational training through Coop Tech, which allows them to pursue vocational interests. Students also are transitioned into various state agencies such as Social Security Administration, VESID, and college placement office (on site) and local employment and paid internships at hospitals and local business establishments.

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.

Issues are addressed at the school level, and services such as physical therapy, and occupational therapy are contracted out at this time. Professional development sessions covering differentiated instruction are an integral part of the school offerings for each faculty and/or staff member. This includes credit recovery options which are built into the regular school program offerings.

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.

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?

All students are mainstreamed into general education classes. Behavioral and academic goals are decided upon by a group which includes a special education administrator, general education teacher, school psychologist, special education teacher, a counselor, grade advisor, special education specialist/transitional coordinator, family worker, speech and language specialist, and vocational coordinator, parent/guardian and student for whom the IEP is written. Goals and objectives and IEP's are agreed upon by this collaborative team teaching group. This plan includes academic and behavioral objectives and specific plans of implementation which are written on the annual and CEP document.

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.

If required we have a CSE on-site to deal with all aspects of student special education needs. These include a special education administrator, general education teacher, counselor, psychologist and speech specialist.

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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

All students at Manhattan Comprehensive Night and Day High School meet with their guidance counselor/grade advisor and/or school social worker to discuss academic progress and attendance. Appropriate interventions are implemented based on each student's personal situation and needs. In addition, students are offered various support services by our Student Life Center (CDI). Title I student are also encourages to take advantage of the free tutoring offered by SES.

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.