



MOTT HAVEN VILLAGE PREPARATORY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 07X473

ADDRESS: 701 SAINT ANN'S AVENUE- THIRD FLOOR

TELEPHONE: 718-402-0571

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 473 **SCHOOL NAME:** Mott Haven Village Preparatory

SCHOOL ADDRESS: 701 St. Ann's Avenue
Bronx, New York 10455

SCHOOL TELEPHONE: 718-402-0571 **FAX:** 718-665-2363

SCHOOL CONTACT PERSON: Flavia Puello, Principal **EMAIL ADDRESS:** fpuelloperdomo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Flavia Puello-Perdomo

PRINCIPAL Flavia Puello-Perdomo

UFT CHAPTER LEADER Daniel Abramoski

**PARENTS' ASSOCIATION
PRESIDENT** Mari E. Alvarado

STUDENT REPRESENTATIVE
(Required for high schools) Tiffany Mena

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 7 **SSO NAME:** Empowerment/CFN

SSO NETWORK LEADER: Marisol C. Bradbury

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s*; 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 an explanation in lieu of his/her signature.

Name	Position/Constituency Represented	Signature
Flavia Puello-Perdomo	*Principal/CSA	
Daniel Abramski	*UFT Chapter Chairperson or Designee	
Mari E. Alvarado	*PA/PTA President or Designated Co-President	
Alcides Lopez, Sr.	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Deborah Briggs	DC 37 Representative, if applicable	
Tiffany Mena	Student Representative, if applicable	
Khristofer Harrison	CBO representative	
Rosa Cruz	9 th grade parent	
Evelyn Villegas	10 th grade parent	
Carmen Santiago	11 th grade parent	
Jeannette Lopez	12 th grade parent	
Melissa Cybulski	Teacher	
Syed Hyat	Teacher	
Andreina Batista	Student Representative	

* 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.

Mott Haven Village Preparatory High School will provide a nurturing environment where learning, creativity and freethinking are strongly encouraged. Its close-knit network of parents, community members, and faculty will provide each student with a supportive foundation on which he or she can develop as an individual and scholar. Students will emerge from Mott Haven Village Preparatory High School as confident learners, responsible persons, active members of the community, and positive leaders. All students will be proficient in speaking, reading, writing, numeracy and in the use of technology. They will become critical thinkers and risk takers who have built the solid civic competence necessary to make a positive impact in the community.

Founded in September 2002, with the support of East Side House Settlement and New Visions for Public School, the mission of Mott Haven Village Preparatory High School is to offer the youth of the surrounding community an academically rigorous standards-based secondary education to prepare them for higher education. Students, parents, community members, and faculty are involved in every aspect of school operation. This creates an atmosphere of clear communication, support, and stability. This small school setting creates an environment that fosters personal development. The school provides the students with opportunities to gain a valuable education and actively contribute to the development of their community.

Mott Haven Village Preparatory is the product and collaboration of New York City Department of Education, Bronx New Century High Schools, East Side House Settlement (ESH), and New Visions for Public Schools. ESH is the community-based organization partnered with the school; ESH and MHVP supply the South Bronx an invaluable service; it provides the youth of the community an opportunity to prepare for higher education in a small school setting. The school has an intimate family atmosphere, by design that fosters personal development and academic achievement. A staff of educated, enthusiastic, and caring teachers gives immediate and appropriate attention to each student throughout their career in MHVP. "It takes a village to educate a child," there are clear lines of communication between the community's members, parents, students, and educators.

There are 350 students at MHVP who share 12 class rooms and one science lab. Ninety-five percent of the students came to the school with levels one and or two on their ELA and Math City-Wide exams. 49% are females and 51% are males. 62.40% are of Hispanic descent and 26.40% are African-Americans. 18% of the students have Individualized Educational Plans (IEP). Students with IEP's are in a Collaborative Team Teaching (CTT) classes or receive SETSS support. The CTT classes have on average 25 students and they are supported by two teachers (one general and one special education) in three major content areas (English, Math and Social Studies or Science). There are 37 English Language Learners (ELL). They are service through a combination of pull out and push in services. All classes are heterogeneous.

ESH has a College Preparation and Leadership Program (CPLP) at the school. It consists of a director, program assistant, internship coordinator, assistant coordinator, peer educator and

educational counselor. ESH also provides extra support to the school by housing a technology technician and a family social worker (available to address a caseload of 10, or less, student/family cases). The CPLP staff provides workshops on a weekly basis, for all students, on peer education, educational counseling and internship seminars. They planned a campus wide college fair, a campus wide career exploration fair, day trips to colleges, overnight trips to colleges in New York State and nearby states, manage the scholarship application process for scholarships given by the board of managers of ESH, give after school workshops on SAT's, art, dance; facilitate a student led special events committee.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Mott Haven Village Preparatory High School				
District:	07	DBN #:	07x473	School BEDS Code #:	320700011473

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30 – % of days students attended)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		85.3%	83.1%	84.2%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability:					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		96.1%	95.3%	TBA		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		71.8%	80.1%	82.5%		
Grade 8	0	0	0						
Grade 9	93	94	94	Students in Temporary Housing:					
Grade 10	94	85	82	(Total Number as of June 30)	2006-07	2007-08	2008-09		
Grade 11	79	83	72		2	3	3		
Grade 12	63	69	83						
Ungraded	2	1	2	Recent Immigrants:					
				(Total Number as of October 31)	2006-07	2007-08	2008-09		
Total	331	332	333		2	4	3		
Special Education Enrollment:				Suspensions:					
(October 31)	2006-07	2007-08	2008-09	(as of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	17	0	0						
No. in Collaborative Team Teaching (CTT) Classes	13	37	40	Principal Suspensions	0	7	TBA		
Number all others	23	21	22	Superintendent Suspensions	12	7	TBA		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006-07	2007-08	2008-09
(October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	20	29	33	Number of Staff:			
# ELLs with IEPs	7	5	8	(As of October 31; includes all full and part-time staff)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	22	25	25
				Number of Administrators and Other Professionals	5	7	5
Overage Students:							
(# entering students overage for grade as of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	3	3
	12	8	9				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006-07	2007-08	2008-09
(% of Enrollment as of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0.3	Percent more than two years teaching in this school	27.3	44.0	48.0
Black or African American	33.1	30.3	26.4	Percent more than five years teaching anywhere	22.7	28.0	28.0
Hispanic or Latino	66.3	69.4	72.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.3	0.9	Percent Masters Degree or higher	64	48	60
White	0	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.6	100	90.3
Multi-racial	0	0	0				
Male	50.9	51.8	51.4				
Female	49.1	48.2	48.6				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	IGS
	Science:			Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	√
Ethnicity						
American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject	0	0	0	3	3	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	Proficient
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	Proficient

Note: Progress Report grades are not yet available for District 75 schools.

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.) 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 highlights 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?
-

Greatest accomplishments over the last couple of years:

- The school has a very effective advisory system that ensures every student receives regular support and guidance as part of a small group for both their academics and personal needs. According to the 2008/09 Environmental Survey, 97% of parents agree or strongly agree that the school keeps them informed about their child's academic progress, and 93% of students report feeling safe in classes. Our School Quality Review cited our school's practices for communicating with families and students about their learning needs and progress as a strength of our school.
- East Side House Settlement, the partner/CBO organization, supports the school in meeting the needs of college preparation and leadership, especially in the areas of peer education, internship preparation and placement, educational counseling, after school programming, alumni support, providing scholarships for students, special events, and college tours/informational sessions.
- The school received an "A" on the 2006-2007, 2007-2008, and 2008-2009 NYC Progress Report.
- When compared with schools in our per group, our school is 153.9% of the weight in Science Regents pass rate and 92.1% of the weight in the global history Regents pass rate.
- The professional development committee composed of at least one member from each department, principal, assistant principal, teacher mentor, and our NAFET coach works collaboratively to help meet the needs of the staff. According to the 08/09 School Environment Survey 91% of teachers feel supported by the principal and 83% reported that they feel supported by each other. The School Quality Review noted among our strengths, "Through a comprehensive professional development program, the school has been successful in building capacity among its staff.
- Our kid-talk meetings and common planning meetings allow the school to foster a collaborative learning environment among grade level teams. Common planning time result in the schools' mission and vision being put into practice every day. This was considered an area of strength by the School Quality Review which noted, "There exists a culture of mutual trust and respect among staff members, which promotes positive attitudes towards learning." According to the

08/09 Environmental Survey, 87% of teachers agree or strongly agree that “teachers in the school work together to improve their instructional practice.”

Barriers to the school improvement:

- Space limitation: The school shares the building with two other small schools; therefore, all the common spaces are shared between schools, which limits our usage. Additionally, the school only has thirteen classrooms, including a science lab, which limits our programming, and our ability to arrange additional elective courses and core classes for students that are performing above grade level and struggling students. Because we have only 12 classrooms, teachers must share all classrooms and must teach in more than one classroom. This significantly limits the range of differentiated instruction strategies teachers can implement effectively.
- According to ARIS Many (1.75% of 9th grade students perform at level 1 in ELA, 51.75% perform at Level 2 as measured by their 8th grade NYS ELA.)
- According to (ARIS, or whatever) 8% of 9th grade students perform at level 1 in Math and 49% of students perform at level 2 in math as measured by their 8th grade NYS Math scores. In addition 22 11th graders and 12 12th graders have yet to pass the Integrated Algebra Regents.
- Programming: The limited amount of classroom limits the amount of courses that can be offered per semester.
- The lack of staff and financial resources to implement programs that can help students improve their numeracy and literacy skills.
- Number of student who are absent and late to school. The overall attendance for the 2007- 08 school year was 83.1%. Our goal is to improve this by one percent last year; although this was accomplished we still feel the need in continuing to improve the overall attendance. Our school is 60.7% of the weight when compared with our peer schools in the NYC progress report. Additionally on average about 1/3 of the students arrive late to school.
- Low number of parents that attend our PTA meetings.
- According to the 08/09 School Progress Report, the percentage of students earning 10+ credits was 81.6% for 9th graders, 64.3% for 10th graders and 80% for 11th. 62.2% of our students graduated within four years. Student performance was the only category on the School Progress Report in which our school earned a grade lower than A.

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 2008-09 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 (SINI/SRAP/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. Goal

By June 2010, 9th grade students will demonstrate progress toward passing the Integrated Algebra Regents as measured by a 15% increase compared with Regents passing rates in SY 2008/09.

By June 2010, 50% of the 11th and 12th graders who have not yet passed the Integrated Algebra Regents will earn a score of 65 or more.

Describe your goal:

After conducting our needs assessment, the Cabinet identified a significant number of 11th and 12th graders who had yet to pass the Integrated Algebra Regents as per graduation requirements. As a result we are offering additional instruction time in Algebra for 9th graders and offering Integrated Algebra courses for 11th and 12th graders.

2. Goal

By June 2010 the average credit accumulation for 9th, 10th and 11th grade students will increase by 3% per grade, compared with the average credit accumulation for 9th, 10th and 11th graders in SY 08/09.

Describe your goal:

After conducting our needs assessment the Cabinet and the Accreditation committee identified 9th 10th and 11th graders who needed additional opportunities to earn credit toward graduation. As a result, we are offering additional electives, after school courses and off campus courses through local partnerships.

3. Goal

By June 2010 the school's lowest third performing 9th grade students will increase their vocabulary by one grade level as measured by the Performance Series ELA assessment.

Describe your goal:

After the ELA team and cabinet analyzed the Performance Series for ELA data we noticed that most 9th graders were entering high school reading below grade level. As a result the ELA team developed a curriculum for an additional two periods of instruction per week focusing on reading vocabulary.

4. Goal

By June 2010 the school’s overall attendance will have increased from 84.2% in SY2008/09 to 85%.

Describe your goal:

The Attendance committee’s data analysis indicated that the attendance of students in 9th – 12th grades is 60.7% of the weight when compared with our peer schools in the NYC progress report. As a result, we have made increasing attendance a priority for 2009/10. The committee has added more interventions with students both in and off campus and increasing communication with parents, teachers and advisors.

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 2008-09 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 (SINI/SRAP/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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010: 9th grade students will demonstrate progress toward passing the Integrated Algebra Regents as measured by a 15% increase compared with passing rates in SY 2008/09.</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>Target Population: All 9th graders</p> <p>Activity: One additional period of Algebra instruction per week for all 9th graders.</p> <p>Timeline and Responsible Staff:</p> <ul style="list-style-type: none"> ➤ Additional period of instruction will begin in September and continue through June. ➤ Two teachers from the Math team will be responsible for teaching the additional period.

	<ul style="list-style-type: none"> ➤ Curriculum for the additional period will be developed collaboratively by the 9th, 10th and 11th grade Math teachers and an advisor from Teachers College Columbia University. ➤ The 9th, 10th and 11th grade Math teachers will meet every other week to create lessons in response to students' needs identified by the 9th grade Integrated Algebra teacher.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ➤ Set aside per session to compensate the math department for any additional work hours to prepare assessment and analyze student performance data. ➤ Set up weekly meetings with the assistance of the school data specialist, principal and Columbia TC coach to revise lesson plans and monitor student progress. ➤ Budget per session allocation to compensate math teachers for weekly meetings.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>Measuring Progress:</p> <ul style="list-style-type: none"> ➤ By December 2009 and March 2010 the 9th grade Integrated Algebra teacher will analyze data from students' class work, tests and the Performance Series Math assessments and will identify performance objectives for all 9th graders based on NYS standards and in response to students' performance on informal classroom assessments and Performance Series assessments. ➤ All 9th grade students will take the Performance Series Math in September, January and May. ➤ These data will be used by the Math team to inform lesson plans for the additional period of instruction. ➤ Projected gains: 50% of all 9th graders will master four essential learning objectives by January 2010. 60% of all 9th graders will master four essential learning objectives by March 2010. 70% of 9th graders will pass the June 2010 Integrated Algebra Regents with a score of 65 or better.

Subject/Area (where relevant):	Mathematics
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010: 50% of the 11 th and 12 th graders who have not yet passed the Integrated Algebra Regents will earn a score of 65 or more.

<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>Target Population: 10th, 11th and 12th grade students who have not yet passed the Integrated Algebra Regents.</p> <p>Activities: After-School Integrated Algebra preparation courses for 10th graders; Integrated Algebra classes for 11th and 12th graders during school.</p> <p>Timeline and Responsible Staff:</p> <ul style="list-style-type: none"> ➤ Beginning September 2009 and continuing through June 2010 11th and 12th grade students will have the opportunity to pass Integrated Algebra and prepare for the Integrated Algebra Regents test. The class will be taught by the most senior member of the Math team. ➤ Beginning October 2009 and continuing through June 2010 10th graders will have the opportunity to prepare for the Integrated Algebra in an after-school class that meets twice per week and is taught by 9th and 11th grade Math teachers. ➤
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Set funding to cover after school program. ➤ Set up weekly meetings with the assistance of the school data specialist, principal and Columbia TC coach to revise lesson plans and monitor student progress. ➤ Budget per session allocation to compensate math teachers for weekly meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Measuring Progress:</p> <ul style="list-style-type: none"> ➤ By October 2009 the math team will develop a teacher made periodic assessment for 12th and 11th grade and administer the first assessment during the month of November. Data will be analyzed by January 2010. ➤ By February 2010, Math teachers will complete an item analysis of the January 2010 Integrated Algebra Regents. For students who do not pass the Integrated Algebra Regents in January 2010, ➤ Monitor students' progress in mathematics by reviewing scholarship data in each marking period. ➤ Administer Acuity integrated algebra predictive assessment and analyze results in order to make curricular adjustments in September, January and March. <p>Projected Gains:</p> <ul style="list-style-type: none"> ➤ Approximately 12% of targeted population will pass the January Integrated Algebra Regents by a score of 65 or better. ➤ Results from the Spring Acuity assessment will indicate that approximately 13% of the remaining targeted population is likely to pass the June Integrated Algebra Regents.

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 2008-09 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 (SINI/SRAP/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): Overall Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the average credit accumulation for 9th, 10th and 11th grade students will increase by 3% per grade compared with the average credit accumulation for 9th – 11th graders in SY 08/09.</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>Targeted Population: 9th, 10th and 11th grade students who have accumulated less than 10 credits per year toward graduation.</p> <p>Activities:</p> <ul style="list-style-type: none"> ➤ Electives: Beginning in September 2009 students will have the opportunity to take electives in a variety of content areas during the regular school day. ➤ Extended Day: Beginning September 2009 and continuing through June 2010, students with academic deficiencies in any content area will be required to attend a mandated tutoring program that consists of no more than 8 students. ➤ After School Program/Saturday Programs- Students are able to attend after school classes to obtain missing credits from core subject areas. Students can also attend preparation classes for upcoming New York State Regents/RCT exams. ➤ Summer School – Students who do not earn sufficient credits throughout the academic school year will be mandated to attend summer school classes where they can earn up to four credits for their core classes.

	<p>Timeline and Responsible Staff:</p> <ul style="list-style-type: none"> ➤ Accreditation Committee – Comprised of the principal, two assistant principals, and the school guidance counselor meets weekly to determine the academic needs of 9th, 10th and 11th grade students. Consequently, the committee can design programs to help students accumulate required credits for each academic school year. ➤ Beginning in September 2010, the members of the Accreditation Committee will hold individual student conferences to discuss academic standing, transcripts, and credit accumulation opportunities with students. ➤ Advisory – During each marking period, advisors will review progress report information with students, inform students about their progress in classes, review reports and transcripts with students periodically to address areas of concern and improvement, as well as inform parents of student progress. In addition, advisors create bi-weekly or monthly goals with students focus on academic achievement. ➤ Kid Talk – During weekly Kid talk meetings, grade level teachers will share anecdotal records of students, information about students not performing well academically and information about students who have social and emotional concerns. During weekly meetings, 9th, 10th, and 11th grade teams will discuss student progress and set up academic interventions for struggling students. ➤ Advisors will inform both parents and students are informed of the opportunities to recover credits as students are identified throughout the school year. ➤ The after school supervisors will monitor student attendance for this program and advisors will monitor the academic progress of students. Both will communicate concerns with students and parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Make sure that the school schedule allows common planning time for teachers to meet as grade level teams at least once a week. Use Contract for Excellence money to support our extended day program. Provide per session money for administrators to supervise the Extended Day, After School, and Saturday Programs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Accreditation Committee will track scholarship data at the end of each marking period (especially at the end of the semester) to assess whether or not students are earning all the required credits and to assess their credit recovery needs. ➤ Attendance Committee will be monitoring the attendance of the Extended Day, After School, and Saturday Programs to identify whether students are attending these classes and

	<p>communicating to the parents/guardians that student attendance is mandatory.</p> <p>➤ Kid Talk facilitators in the 9th, 10th, and 11th grades will support the grade level team teachers in identifying the credit needs of the students and the opportunities for students to earn missing credits.</p> <p>Projected Gains: By the end of the first semester credit accumulation for 9th, 10th and 11th grade students will be 1.5% above the SY2008/09 credit accumulation in each grade.</p>
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Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the school’s lowest third performing 9th grade students will increase their vocabulary by one grade level as measured by the Performance Series ELA assessment.</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>Target Population: 9th grade students</p> <p>Activities: Provide all 9th grade students with an additional two periods of ELA per week to address deficient vocabulary knowledge. Students will learn word parts and teaching Greek and Roman root words</p> <p>Students will receive direct instruction in reading comprehension skills with an emphasis on monitoring for meaning, inferring and summarizing.</p> <p>The curriculum for the additional ELA periods will be developed collaboratively by the ELA team in consultation with an advisor from Teachers College. The 9th, 10th and 11th grade ELA</p>

teachers and the ESL teacher will each teach sections of the course.

The team will meet as needed throughout the year to analyze results of periodic assessments and develop curriculum.

During daily ELA classes:

-9th grade ELA teacher will implement Independent Reading program involving “7 Habits of Proficient Readers”

-Differentiate curriculum to address two areas of deficiency (as indicated by Performance Series results) —vocabulary and reading comprehension —by

- Assigning different books during Book Club
- Providing students with audio books
- Providing leveled assignments
- Allowing students to choose independent reading books according to their interests
- Providing books at different reading levels for each unit.

➤ Use instructional strategies to develop writing skills:

- Grammar exercises/ Peer editing / Revision Appointments
- Multi-Sensory independent reading journals
- Multi-sensory vocabulary exercises
- Creative writing workshops
- Historical-fiction personae pieces
- School-wide MHVP Essay Format, building in complexity each grade level
- Cornell note-taking system
- Collaborate with History Dept. to produce research paper in 9th through 12th grades.

➤ Use instructional strategies to improve reading skills:

- Frequent “Read Aloud/Think Aloud”
- Instruction of “7 Habits of Proficient Readers”
- Literature Circles with assigned roles for instructional-text discussion
- Socratic Seminars, using close reading to analyze literature
- Independent Reading program logs/ annotated bibliographies
- Book Clubs
- Selection of culturally and historically relevant reading materials

➤ Use instructional strategies to improve oral communication skills:

	<ul style="list-style-type: none"> - Class discussion models (i.e. “human barometer”, “accountable talk”, Socratic seminar) - Book Talk / Independent Reading check-in - Public readings of creative writing (short stories / poetry) for student and parent community - Group presentations / “report backs” - Public speaking assessments (i.e. <u>Tale of Two Cities</u> personae readings)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Purchase additional materials for skills classes. - Use contract for Excellence funds to support planning and implementation of skill classes. -Coordinating/Collecting Classroom Independent Reading Libraries (student librarians) / South Bronx Campus Library / Local New York Public Library collaboration (i.e. local librarian classroom visits, field trips to NYPL for research papers) -Multiple levels of Day Books for reading comprehension -Instructional Novels / Plays / Non-fiction - Grammar / Writing Skills books -Incorporate technology (laptops, projectors) with aid of technician -Collaborative Team Teacher helps differentiate and implement curriculum for students with Individualized Educational Plans -Field trips to enhance curriculum (plays, museums, readings) -Guest teachers (published poet Willie Perdomo, Caribbean Cultural Center, etc.)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-Staff will assess student reading levels with Performance Series ELA in Fall, Winter, & Spring</p> <p>In addition, staff will assess students’ progress in vocabulary acquisition by administering a team-created assessment in September, January and June.</p> <p>Projected Gains: By January, we expect that 75% of 9th grade students will know and be able to use 50% of the vocabulary words as measured by the teacher-created assessment.</p> <p>By June 2010, 90% of 9th grade students will be able to use 100% of the vocabulary.</p> <p>By January 2010, students in the lowest third of 9th grade will have improved their reading and vocabulary, as measured by the Performance Series ELA by a half grade level.</p> <p>By June 2010, students in the lowest third of 9th grade will have improved their reading and</p>

	<p>vocabulary, as measured by the Performance Series ELA by a full grade.</p> <p>-Independent Reading Journal /Log will indicate that all 9th grade students have read 12 texts by end of first semester, 25 texts by the end of the year.</p>
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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 2008-09 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 (SINI/SRAP/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): Improve the overall school attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the school’s overall attendance will have increased from 84.2% in SY 2008/09 to 85% in 2009/10.</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>Target Population: Students who attend school 60% - 80%.</p> <p>Attendance committee- Members will meet bi-weekly to review the overall school attendance. During this time all open 407's are discussed, as well as interventions such as calling home, sending letters, or conducting home visits. In addition we discuss students that are at risk of a 407.</p> <p>Communication- Parents of students who are absent from school will receive a telephone call daily from Ms. Briggs, our attendance coordinator. She will also maintain a log of her communication with parents.</p> <p>The parent coordinator will set up the automatic phone master system also will notify homes of student absenteeism.</p> <p>Advisors receive attendance weekly updates from administrator or from the attendance committee in order to hold conference with advisees or contact their parents.</p>

	<p>Incentives- Monthly bulletin board display students that have attendance of 90 and above. Students that improve their attendance receive incentives such as movie passes or meal passes. Address the 60-80% student attendance group – attendance committee members will meet these students and establish a separate incentive campaign that supports improved attendance and counsels the importance of consistent attendance.</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>Attendance committee Parent coordinator Advisors Incentives</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor daily attendance and monthly attendance summary to determine if we are making progress in terms of meeting our goal. Closing of 407s Decrease in 60-80% attendees' rate of absenteeism At the end of the year, we expect to see a 1% increase to our overall attendance.</p>

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	# 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	8	7	13	Global – 3			7	
10	16	Geometry – 6 Integrated Algebra – 32	N/A	U.S. Hist- 23 Global – 5			12	
11	15	Integrated Algebra – 9	2	U.S. Hist. – 19 Global – 8	13		2	
12	13	Trigonometry – 9	9	U.S. Hist. – 31 Global – 7			4	

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.

- 63 students performed at level 1 and 2 on their 8th grade ELA exam

- 52 students performed at level 1 and 2 on their Mathematics exam

- 11 students performed at level 1 and 2 on their Living Environment NYS Regents exam or who have not successfully completed their labs in order to qualify for the exam

- 64 students performed at level 1 and 2 on their Social Studies exam

- Students in Grades 11th – 12th 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:	Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition, students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday, Wednesday, and Thursday. ELA or special education teachers work with students who require additional support in reading or writing. The teachers also assist students who are performing at the lowest one-third in English. We also offer English Lab classes two times a week to all the 9 th graders so our 9 th grade students receive 2 additional hours per week of ELA instruction.
Mathematics:	Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday, Wednesday and Thursday. Students who are performing at the lowest one-third in math have the opportunity to receive additional assistance during this extended day time. We also offer students the opportunity to prep for upcoming Regents exams during extended day. Also, we facilitate classes for senior students who have not met their Regents requirements for graduation during their lunch time. In addition, every spring students have an opportunity to attend our math Saturday academy in order to obtain credits missing towards graduation or receive additional help to complete their math credit requirement for graduation. In addition, All the 9 th graders receive an additional period of math skills per week.
Science:	Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday through Friday. Students who are in the 11 th and 12 th grade and have not passed their NYS Living Environment Regents have the opportunity to prepare for the regents or to complete labs which they have not completed in order to qualify for the exam.
Social Studies:	Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday, Wednesday, and Thursday. Students who are performing at the lowest one third in either U.S. History or Global have the opportunity to receive additional support during this extended day

	program.
Regents' Prep.	We offer students the opportunity to prep for upcoming Regents exams during extended day. Also, we facilitate classes for senior students who have not met their Regents requirements for graduation during their lunch time.
Advisory	Advisors meet with students in a group or individually during the regular school day to offer them additional support by monitoring their academic, social, and behavioral progress in each of their classes. Advisor also create bi-weekly or monthly goal with each of the students.
At-risk Services Provided by the Guidance Counselor:	The guidance counselor meets periodically with students that are “at risk” behaviorally, socially, and academically that are referred by administrators and/or advisors. In conjunction with advisors, he reviews students’ transcripts with them and maps credit recovery opportunities for students. At the end of the fall semester, counselor is responsible for helping the advisors implement semester contracts for students that did not meet the passing grade required to receive credits in their coursework. Students are required to attend tutorial classes during extended day. Counselor also has created and facilitates an all male advisory mentoring program for students “at risk” of dropping out of high school. This includes one-on-one and group counseling sessions around issues related to students’ social, academic, and emotional state as well as group discussions and workshops on topics related to teens. The counselor also has an all boys advisory that he meets with twice per week for one hour each day. The advisory consists of 13, 11 th grade boys who are “at risk” behaviorally, socially, and/or emotionally. The guidance counselor created a school wide initiative to target 20 “at risk” boys in the 9 th and 10 th grades. The program consists of mentoring from among the youth and the male adult staff.
At-risk Services Provided by the School Psychologist:	After reviewing student’s profile during our PPT meetings, students are referred to the school psychologist for assessment and evaluations to determine proper services to be rendered. Students are also referred to the Montefiore Clinic for mental health services.
At-risk Services Provided by the Social Worker:	Students are referred to meet with the social worker through discussions held during our kid-talk meetings which take place once a week. Social worker also conducts in class presentations on life skills awareness i.e. goal setting, decision making etc... to address issues that affect teens. The social worker and the social work intern have regular scheduled appointments with students that are “at risk” or students that need to receive mandated counseling as stated in their individualize educational plan. The social worker and/or intern meet either weekly or bi-weekly with students who are “at risk” and are referred for follow up.
At-risk Health-related Services:	Social worker and counselor are our trained, designated health resource coordinators that give health related information to students in regard to HIV & AIDS, STD’s & STI’s, and safe sex through our condom availability program.

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

Language Allocation Policy Narrative (Please see separate attachment with language allocation policy worksheet)

School: Mott Haven Village Prep High School

Part 2: ELL ID Process

1. The steps followed for the initial identification of those students that may be ELLs are the following: 1. The pupil accounting secretary meets with the family and administers the Home Language Identification Survey. This includes an informal interview in English and if it is determined that the family needs the interview in their native language, then the assistant principal or parent coordinator (Spanish speaking) is contacted to meet with the family. 2. If the child is identified as needing the Lab-R then the exam is administered by the ESL teacher.

The ESL teacher also administers the NYSESLAT annually to students that have been identified as eligible for testing through the Revised LAB/NYSESLAT Eligibility Roster (RLER), the LAB-R, NYSESLAT Exam History Report (RLAT), and exams histories.

2. The school holds an annual parent meeting to explain to parents the various programs available to parents including the Transitional Bilingual, Dual Language, and Freestanding ESL models. All parents of ELL students are invited including all incoming ninth grade parents. The parent coordinator does out reach through letters and phone calls to invite parents to the meeting. The principal, assistant principal, parent coordinator, and ESL teacher are present at the parent meeting. Parents are able to ask questions and are handed informational packets explaining the programs. The meeting is translated in Spanish to ensure that families understand their options. The meeting is conducted during parent orientation in the spring. Additionally, letters describing the parent options for services are sent in September.

3. Entitlement and Parent Survey and Program Selection forms are presented and signed during the informational meeting. All forms are collected there. If a parent was unable to attend the meeting the parent coordinator does outreach to get parents to come to the school. Parents are scheduled for individual meeting where they meet with the assistant principal or the ESL teacher. All parents receive the information presented at the informational session and parents are asked to complete the forms.

4. The ESL teacher, principal, and assistant principal meet to analyze current student data in order to identify placement for ELL students. The MHVP ESL program uses both Freestanding and Push in formats. All placement is based on available data reports such as the NYSESLAT and LAB-R scores. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. The ESL teacher provides Freestanding services to 9-2 and pull-out and push-in formats to grades 10th-12th. Parents are advised of placement through the informational session and outreach from the ESL teacher. In addition students with special needs that are entitled to bilingual services are assigned a bilingual paraprofessional as needed.
5. After reviewing the data from the Parent Survey and Program Selection forms, 100% of the parents have chosen an ESL instructional model.
6. The program model offered at Mott haven is a Freestanding ESL program. Parents have agreed to this model and are supportive of the instruction provided to their students.

Part III- ELL Demographics

Programming and Scheduling Information

- 1a. The MHVP ESL program services 9 through 12 grade students, in the English language, by utilizing both Free-Standing, Push-In, Pull-out formats. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. The ESL teacher provides services in Free-Standing format to class 9-2 and push-In and pull-out format to students in 10th, 11th and 12th grade. In the pull-out format students meet for one hour sessions several times a week dependent on their ESL mandated minutes of instruction. All efforts are made to ensure that students at the same instructional level are grouped together. As students progress based on their NYSESSLAT scores, scheduling can be arranged to move students into a push-in model.
- 1b. The MHVP ESL program model for the 9th grade meets four days per week for the entire school year. Class 9-2 travels together as a group and receives ESL instruction from the ESL teacher. The purpose of the English Language Arts classes is to provide students with skills which will allow them to be successful in all of their classes. The ESL teacher also sees the students for an additional 4 periods where the focus of instruction is English including written and oral skills. Students in this class are heterogeneously grouped and are given instruction differentiated instruction based on their literacy level. All other ELL students in grades 10th, 11th, and 12th are serviced using a push-in or pull-out model and all efforts are made to pull students out based on their instructional level.
2. Our ESL teacher is able to provide the mandated number of instructional minutes according to the students' proficiency levels by using several instructional models. The ESL teacher provides instruction using freestanding ESL, push-in, and pull-out models. We also schedule students based on their mandated instructional minutes which in the case of most of our ELL students are intermediate and advanced.
- 2a. All beginner level students in the 9th grade are placed in 9-2 where they receive eight hours of ESL instruction. The other mandated time is scheduled as a pull-out model. Intermediate and advanced students in the 9th through 12th grade are scheduled to receive services through pull-out and push-in models. The ESL teacher is scheduled to push-in to the 10-2, 11-2, and 12-2 classes where there is a larger concentration of ELL students.

3. In content area classes teachers focus on reading, writing, and oral skills. Teachers receive training during professional development sessions to support language acquisition skills and vocabulary development. In advisory classes, students are assigned various tasks which enable them to interact with one another and practice conversational skills. The classes provide the students with a nurturing environment which will allow them to feel comfortable practicing and using the language.

4a. SIFE students are evaluated through formal and informal interviews and available data. These interviews with the student and family are conducted by the assistant principal and/or guidance counselor. If a student is found to need additional support due to interrupted formal instruction they are placed in a 9-2, 10-2, 11-2, or 12-2 class where they can receive additional ESL instruction.

4b. ELL students in our school are provided with the mandated instructional minutes through the freestanding, push-in, and pull-out program. The students are also given additional support through our extended day program and advisory system. The ESL teacher evaluates the students' needs to ensure that they receive additional academic support.

4c. ELL students in our school are provided with the mandated instructional minutes through the freestanding, push-in, and pull-out program. The students are also given additional support through our extended day program and advisory system. The ESL teacher evaluates the students' needs to ensure that they receive additional academic support.

4d. ELL students in our school are provided with the mandated instructional minutes through the freestanding, push-in, and pull-out program. The students are also given additional support through our extended day program and advisory system. The ESL teacher evaluates the students' needs to ensure that they receive additional academic support.

4e. ELL students identified as having special needs are serviced according to their Individualized Educational Plan (IEP). This may include servicing the students through a push-in or-pull-out model and/or providing students with a bilingual paraprofessional as needed.

5. All ELL students that require additional academic interventions are targeted for extended day services in the content area of need. This includes regent's preparation and credit recovery programs. The academic interventions offered at the school are in English. Additionally the ESL teacher works weekly with a small group of students to provide needed instructional support.

6. Students that reach proficiency level on the NYSESSLAT continue to receive support through academic intervention services provided at the school and usually placement in classes that have a push-in ESL model.

7. The plan for the upcoming school year is for ELL students to be scheduled so that all students may be grouped based on proficiency level to allow for more targeted instruction. Also for more planning time between the ESL teacher and content area teachers to ensure that ESL strategies are included in all push-in classes.

8. We will not discontinue any programs or services.

9. ELL students participate and are given equal access to all school programs and activities. ELL students are part of all after school activities including clubs and sport's teams. They participate in out college preparation program. This program encourages and supports students' plans to attend college. They visit college campuses and attend college fairs to gather information about educational opportunities after high school. They are also part of our internship and community service program.

10. ELL students have access to laptop computers and some teachers provide instruction using SMART Boards and overhead projectors. Students use textbooks, word to word translation dictionaries, novels at student's instructional and interest level and teacher made materials.

11. The ESL program model at the school supports student's native language by allowing them to use their native language and make connections to English. Depending on the student's English proficiency level the ESL teacher supports the student's use of the native language either in written form or orally to develop language acquisition skills. In addition, students that qualify to take regent's exams in their native language are given the opportunity.

12. All supports for ELL students are age and grade level appropriate. ESL teacher supports the content area instruction for all students provided at their English proficiency level. Extended day programs are based on areas of need as determined by their grade level.

13. All newly enrolled students are invited to an orientation in late spring before they come to the school. We always include an ice breaker so that incoming students get to know one another. The teachers are also available during the orientation in order to talk to students about the upcoming year and their expectations. Students can talk to teachers and staff. Parents are also invited and given needed information about the school and staff, including ELL program options. Once the school year begins advisories plan activities for students to get to know each other and specific topics are discussed during advisory class to assist students with the transition to a new school.

14. ELL students are given instruction in content areas in English. The foreign language elective offered to all students at the school is French.

Professional Development and Support for School Staff

1. The teachers who service our ELL students are provided with opportunities to attend professional development given by the Office of English Language Learners within the Department of Education in order to learn new strategies and better ways to help our students become proficient in the English language. Teachers also share best practices once a month during the school professional development periods. The teachers also discuss short and long term goals set for students who are ELLs. Teachers also work with a staff developer for Teacher's College that supports instructional practice through classroom visits and participation in the Professional Development committee.

2. 9th grade advisory curriculum focuses on the transition from middle school to high school. 9th grade advisors are given the opportunity to plan the advisory curriculum during professional development sessions as well as during summer planning. They receive guidance from administration, the guidance counselor, and the social worker in order to make these activities and workshops meaningful for the students.

3. All teachers participate in weekly professional development sessions that focus on literacy development for the general population and ELL students. In addition they are offered the opportunity to participate in external professional development workshops and trainings.

Parental Involvement

1. The school provides opportunities for parents to be involved in the school by offering special programs and activities that focus on student success including all ELL parents. Communication goes out in both Spanish and English.

2. Our school partner, Eastside House Settlement provides families with services including counseling services, technology workshops, parenting classes, adult ESL classes, and occasionally financial support to families.

3. We gather information about the needs of parents in several ways throughout the year. The needs of parents are evaluated by the Parents Survey distributed yearly. Also parent needs assessed informally and formally during Parent Association meetings.

4. Based on their needs the Parent Association with the support of the school and parent coordinator will set up workshops and speakers that can come to the school and support parents.

The school will also provide opportunities for parents with limited English proficiency to receive all information and reports in consistent and understandable formats including in their native language available upon request.

IV. Assessment Analysis

1. The data for the NYSESLAT scores shows that most of the students in the 9th grade are either advanced or proficient in terms of proficiency levels in Listening/Speaking (12 out of 14 students) and Reading/Writing (9 out of 14). In the 10th grade 7 out of 9 students ranged in the advanced or proficient categories for Listening/Speaking while in Reading/Writing only 4 were in the advanced column. The 11th and 12th grades showed the same trends with most students ranging in the intermediate or advanced categories. Only two students from the 11th grade and 12th grade fell in the proficient range for the Listening/Speaking modalities on the NYSESLAT.

2. Looking at the patterns of modality based on the NYSESLAT the school needs to focus instruction on reading and writing in order to support grades 10-12. We also need to look at moving the intermediate and beginner students to the next level of proficiency.

3a. Students need further opportunities to develop reading and writing skills as seen by the NYSESLAT scores. The data shows that our current 9th grade students have stronger listening, speaking, reading, and writing skills based on the NYSESLAT.

3b. Mott Haven uses the Scantron periodic assessment to evaluate students' reading skills and isolate the skills that need improvement. Scantron is administered three times a year in order to monitor student progress and set benchmarks for learning.

3c. N/A

4. N/A

5. The success of the program is evaluated through the passing rates on the ELA regents, reading and writing periodic assessments, and the progress made by ELLs on the NYSESLAT. In addition we continually review data such as report cards and the accumulation of credits per year.

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 2	School	Mott Haven Village Prep HS
Principal	Flavia Puello-Perdomo	Assistant Principal	Aixa Candanosa
Coach	N/A	Coach	N/A
Teacher/Subject Area	Nancy Martin	Guidance Counselor	John Ventura
Teacher/Subject Area		Parent	Mari Alvarado
Teacher/Subject Area		Parent Coordinator	Anita Burgos
Related Service Provider		SAF	Linda Waite
Network Leader	Marisol Bradbury	Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	343	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	11.66%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	1	0	0	0	1
Push-In		1	1	1	3
Total	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	20

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									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	1	7	0	2	10	0	10	27
Total	10	0	1	7	0	2	10	0	10	27
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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				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	13	9	7	9	38
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French	1				1
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other				1	1
TOTAL	14	9	7	10	40

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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

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 (including non-ELL teachers) 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)	2	0	0	0	2
Intermediate(I)	5	5	4	4	18
Advanced (A)	9	3	3	5	20
Total	16	8	7	9	40

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1			
	I	1	2		2
	A	6	4	5	4
	P	6	3	2	2
READING/WRITING	B	2			
	I	3	5	5	5
	A	8	4	2	3
	P	1			

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				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Aixa Candanosa	Assistant Principal		
Anita Burgos	Parent Coordinator		
Nancy Martin	ESL Teacher		
Mari Alvarado	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
John Ventura	Guidance Counselor		
Linda Waite	School Achievement		

	Facilitator		
Marisol Bradbury	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

Form TIII – A (1)(a)

Grade Level(s) 9th-12th Number of Students to be Served: 37 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Title III Part B LEP Program

Mott Haven Village Preparatory Academy HS-07x473
2009-2010

School Building Instructional Program/Professional Development Overview

Grade Level(s)-9th -12th Number of Students to be Served: 37 Number of Teachers: 1 Other Staff (Specify)

School's Language Instruction Program for LEP Students

The MHVP ESL program services 9 through 12 grade students, in the English language, by utilizing both Free-Standing and Push-In formats. Most LEP students are registered in classes 9-2, 10-2, 11-2, and 12-2 and four are registered in class 10-1. The ESL teacher provides services in Free-Standing format to classes 9-2 and Push-In and pull-out format to students in 10th, 11th and 12th grade.

The classes meet four days per week for the entire school year. The purpose of the English Language Arts classes is to provide students with skills which will allow them to be successful in all of their classes. In the students' 10th grade school year the students are serviced in both English Language Arts classes and in Living Environment class which is taught by a teacher who is also certified English as a Second Language teacher. The students attend Living Environment classes for the whole academic school year.

In all of the classes that service English Language Arts classes students work on their reading, writing, and speaking skills. They are completely exposed to the English language and the teacher uses strategies to assist the students with the skills necessary to acquire the language. Students are assigned various tasks which enable them to interact with one another and acquire the language. The classes provide the students with a nurturing environment which will allow them to feel comfortable practicing and using the language.

Number of Students to be Served by Grade Level

Grade	Beginner	Intermediate	Advance	Total
9 th Grade	2	8	5	17
10 th Grade	1	6	4	11
11 th Grade	0	1	7	8
12 th Grade	0	1	2	3
Total	3	16	18	37

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

The teachers who service our ELL students are provided with opportunities to attend professional development given by the Office of English Language Learners within the Department of Education in order to learn new strategies and better ways to help our students become proficient in the English language. Teachers also share best practices once a month during the school professional development periods. The teachers also discuss short and long term goals set for students who are ELLs.

Form TIII – A (1)(b)

School: 07x473 BEDS Code: 320700011473

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Non-contractual services	\$2,000	Money will be used to purchase Professional development through DOE offerings
Textbooks	\$500	Money will be spent buying 10 dictionaries and 37 copies of a novel recommended to ELLs.
Supplies and materials	\$500	3 cassette recorder, 4 set of headphones, 4 boxes of marker, 6 chart papers.
Other		
TOTAL	\$3,000	

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.

The student population at Mott Haven Village Prep High School is comprised of 72.4% of Hispanic students. The school gathers information about how to communicate with parents in several ways. Parents are given the Home Language Identification Survey and this information is recorded and maintained on ATS. Emergency Blue cards are distributed in Spanish according to family preference. Due to the high number of Spanish speaking families at our school we have set up several services to ensure appropriate communication. Our bilingual parent coordinator is available to work with Spanish speaking parents and she is also present at meetings with teachers and parents that require translation services. We have a designated bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school. The school community is kept informed of the services provided and the staff available for translation services through staff meetings.

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.

The school found that due to the high number of Spanish speaking parents at our school, we needed to have staff available to translate for teachers and advisors. During our staff meetings, teachers and advisors were made aware of which designated staff would be available for translation during parent conferences, as well as phone conferences. This included our principal, parent coordinator, assistant principal, and school aides. They also know which staff member is available to translate letters for parents so that information is disseminated in a timely fashion.

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.

The student population at Mott Haven Village Prep High School is comprised of 72.4% of Hispanic students. In order to ensure that all written communication to parents is translated in a timely fashion, the school has designated a bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school. All information is given to the principal for approval before and after it is translated. Letters and parent information that comes directly from the Department of Education, including the Parent Bill of Rights is provided in the language identified during the needs assessment.

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.

Our school has a large number of Spanish speaking parents that come in to the schools for various reasons concerning their children. Our office has several staff members that are bilingual and can assist parents with initial requests. We also have the parent coordinator in the Main Office that can address any other major concerns. She is also available to sit in conferences with teachers and parents. Both the principal and assistant principal are bilingual and meet with parents that are Spanish speaking. The school also uses a phone master system that sends messages to parents in English and Spanish. Also members of our Parent Association volunteer during Parent Teacher Conferences and are able to support Spanish speaking parents

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>.

The school will mail the Chancellor's Regulation A-663 to parents in the fall 2009. We will also discuss the translation and interpretation regulation at parent meetings in the fall.

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:	\$ 225,357	\$ 125,095	\$ 350,452
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,254		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,251	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 11,268		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 6,628	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 12,535		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 12,510	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100
2. 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 at the NYCDOE website link provided above.

School Parental Involvement Policy

PART I – GENERAL EXPECTATIONS

Mott Haven Village Preparatory High School agrees to implement the following School Parental Involvement Policy:

- The school will involve parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). Programs, activities, and procedures will be planned and developed in consultation with parents of participating children.
- The school will provide opportunities for parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing all information and reports in consistent and understandable format with alternative formats available upon request in a format and language that parents understand.
- The school will involve parents of children served in Title I, Part A in deciding how those funds reserved for parental involvement are spent.
- The school will carry out programs, activities, and procedures that will increase parental involvement. Mott Haven defines parental involvement as consistent and meaningful communication between the school and parents concerning students’ academic, social, and emotion development. Both the school staff and parents should feel empowered to initiate and participate in these discussions. As part of this policy, parents will:
 - Play an important and active role in the education of their children
 - Be involved in decision making through participation in committees
 - Carry out other activities, such as those described in Section 1118-Parental Involvement of the ESEA

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Mott Haven Village Preparatory High School will involve parents in the development of the District Parental Involvement plan contained in the RDCEP/DCEP under section 1112-Local Educational Agency Plans of ESEA
2. Mott Haven Village Preparatory High School will give parents the following opportunities to participate in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - a. Share results of the School Quality Review, the School Environment Survey and the Progress Report with members of the School Leadership Team and Parent Association.
 - b. Discuss scholarship report and Regent's scores with parents during SLT meetings and Parent Association meetings.
3. Mott Haven Village Preparatory High School will involve parents in an annual evaluation of the content and effectiveness of this parental involvement to improve the quality of the Title I, Part A program. We will identify barriers to parent participation, especially participation of parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or members of any racial or ethnic minority. We will use the following strategies to revise the parental involvement policy:
 - a. The school will keep records of parental participation at meetings, events, and activities.
 - b. The school will survey parents about their level of involvement and strategies to increase their involvement.
 - c. The school will invite staff and parents to participate in discussions on increasing parental involvement.
 - d. The school leadership team will focus on strategies for improving parental involvement throughout the school.
4. Mott Haven Village Preparatory High School will work to build capacity among parents to encourage involvement and improve student academic achievement and understanding of the following factors contributing to high school success:
 - a. The state's academic content standards
 - b. The state's student academic achievement standards
 - c. The state and local academic assessments including alternative assessments
 - d. The requirements of Title I, Part A
 - e. The importance of periodic assessment including Scantron and Acuity
 - f. How to monitor their child's progress
 - g. How to work with teachers
5. The school will provide materials and training opportunities to help parents work with their children to improve their children's academic achievement and college applications
 - a. Senior parents will have the opportunity to attend workshops that explain the college application process. In addition, financial aid workshops will be provided.
 - b. The SLT and PA will have the opportunity to participate in trainings to help parents work with their children on literacy and numeracy skills.
6. The school will educate its teachers, pupil service personnel, principal and staff on how to successfully communicate and work with parents as equal partners.
 - a. Engage teachers in professional development on holding successful parent teacher conferences.
 - b. Hold discussions with teachers on how to communicate with parents over the phone.
 - c. Plan "family award" nights for parents of students who have high attendance and/or consistently make the honor roll.
7. The school will take the following actions to communicate information related to school and parent programs, meetings, and other activities:

- a. Monthly calendar sent home to parents
 - b. Letters will be mailed in both Spanish and English
 - c. Student office interns will make informational phone calls to parents.
 - d. Advisors will contact parents at least once a month to communicate academic and extra-curricular information.
8. The school will distribute a copy of the parent involvement policy to all title I parents by the end of January 2010.

PART III – DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT COMPONENTS

In order to maximize parental involvement in our school, Mott Haven Village Preparatory High School will:

- Pay reasonable expenses associated with providing refreshments at parent meetings.
- Arrange flexible meeting times so that parents can meet with school staff after work or on the weekend.
- Conduct home visits when parents are unable to travel to the school for a meeting
- Revisit and refine our parental involvement policy

The annual review of our School Parental Involvement Policy will take place on October 2009 during both our SLT and PTA meeting for the month of October.

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

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

SCHOOL-PARENT COMPACT 09-10

School Responsibilities:

Mott Haven Village Preparatory High School will:

- Provide high-quality curriculum and instruction in a supportive learning environment that enables students to meet State, city, and school achievement standards
 - Ensure that teachers are highly qualified
 - Provide professional development to all teachers in areas including literacy and differentiated instruction
 - Maintain high expectations and support levels in each classroom
- Hold parent teacher conferences twice a year so that parents have a chance to discuss their individual student's achievement and progress
 - October
 - March
 - Additional parent teacher conferences will be scheduled at the request of parents, teachers, students, or administrators.
- Provide parents with frequent reports on their children's progress
 - Advisors will call home at least once a month to update parents on academic, social, and emotional progress.
- Provide parents with access to school staff
 - Teachers and school staff will be available for parent meetings throughout the school day
 - In addition, school staff will be available after school and on weekends if necessary
 - Our school has an open door policy and parents are welcome to visit classrooms at any time

Parent Responsibilities:

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

- Making education a priority in our home by:
 - Making sure my child is on time and prepared every day

- Supporting the school's dress code policy
- Talking with my child about his/her school activities and homework
- Providing a home environment conducive to study
- Making sure homework is completed
- Volunteering at Mott Have
- Participating in decisions related to my child's education
- Participating in school activities and encouraging my child to participate
- Staying informed about my child's academic, social, and emotional development
- Helping my child accept consequences for negative behavior
- Helping my student follow the rules of the school
- Supporting the school discipline policy
- Maintaining high expectations for achievement and providing praise and encouragement

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.

School community will use scholarship reports and available data to assess past and present student performance in math and reading. The community will identify at risk populations and areas of need in terms of credit requirements and college preparedness. Staff will develop an inquiry process that will target at risk population and later roll out effective and evaluated practices to the general community.

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

3. Instruction by highly qualified staff.

Certified teachers will be hired to teach in their subject area. Teachers will receive professional development that will help them understand how to plan their units of work to address the needs of the students. They will be qualified in understanding how to work with students with Individual Educational Plans and/or English Language Learners. Two study groups will be formed to study how to better meet the academic needs of special education students and English Language Learners. The study groups will meet over the summer and work with the National Academy for Excellent Teaching and the Math and Science Program in NYC.

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.

- Inter-visitation between teachers, especially new hired teachers visiting more senior highly qualified staff.
- Implementation of a professional development committee with representation of all content areas that will aim to meet the needs of all staff members.
- Implementing a mentoring plan for new teachers with the help of the National Academy for Excellent Teaching advisor and other a math and science consultant. Implementation of common planning time and vertical and horizontal meetings.

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

The school hiring committee composed of teachers, students and administrators will attend career fairs throughout the year that attract highly qualified teachers. The school will use the support of our partner organizations, Math and Science Program at Hunter and Columbia University Teachers' College to attract student teachers that may later applied for vacant teaching positions.

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

During parent teacher conferences, parents will receive information with their children's reading level results from Scantron Performance Series and a variety of literacy strategies that can be incorporated at home to help our students improve their literacy skills. The school will develop workshops to help the parents understand the seven habits of proficient readers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - With the support of the Columbia University Teachers College and our Empowerment Network, teachers will develop a tool to establish goals and benchmarks for individual students. In addition, teachers will receive training on Scantron Performance Series and Acuity in order to help them understand the results that are accumulated from this assessment and to plan instructional goals and objectives that will address the areas in which students are deficient.

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.
 - Extended Day/Saturday Programs – Students will be able to attend extended day programs receive homework help for current courses where they are having difficulty to meeting the standards. Parents will be notified of this program so they can encourage students to attend. Additionally, Regents prep. classes are offered to students that need complete Regents graduation requirements.
 - RCT Prep classes for students with Individualized education plan.
 - English/Math Skills Classes – Students in the 9th grade will attend additional English and Math classes to help them build their literacy and numeracy skills. These classes will support the content students receive in their core English and Math classes.

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.
 - Title one funds and Contract for Excellence funds will be utilized implement and develop to meet the needs of struggling student.
 - Utilize the services of our CBO, East Side House Settlement and the school clinic to develop programs for parents and students on nutrition health.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- N/A

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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: In Good Standing (N/A) **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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 that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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.

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.

- In order to assess whether or not these findings are relevant the school leadership team and professional development committee will evaluate the results of standardized assessment, particularly Regents results and periodic assessment result, both Scantron Performance Series and Acuity, to evaluate the number of students that are meeting the standards in Math and ELA and those who are below or approaching the standards. Ultimately, if the majority of our students are meeting the standards in these areas, this will indicate that curriculum and instruction are aligned with New York State Learning Standards. Additionally, we will disaggregate the data for English Language Learners and Special education students to make sure that their performance in ELA and math are statistically similar to regular education students. If after evaluating the data we noticed that regular education students are outperforming these two groups, this might indicate that the curriculum needs to be differentiated for these students.

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?

72 percent of our incoming 9th graders perform below grade level in ELA and 60 percent of our incoming 9th graders perform below grade level in math as measured by the Scantron Performance Series.

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.

- Use our professional development meetings for curriculum development and alignment of the ELA curriculum. Ensure that all staff members and familiar with New York State Standards for English Language Arts.
- The ELA team meets periodically throughout the year during regularly schedule professional development time to 1) identify gaps and redundancies in curriculum from grade to grade; 2) use data from periodic assessments and other sources to inform and shape curriculum plans. For example, in response to students' scores on the June 2008 ELA Regents, the ELA team has mapped the teaching of conventions in

grades 9 – 12. In addition, they are investigating research-based practices such as contrastive analysis and sentence combining to better address the particular sources of students’ errors.

- ELA teachers continuously build classroom libraries with culturally relevant books that are of high interests to both boys and girls, representative of a variety of genres and appropriate for a wide range of reading levels. These classroom libraries form the foundation for a 9 – 12th grade independent reading program designed to develop students’ lifelong love of reading and to better prepare them for college level work.

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.

Staff members attended DOE training on the standards and curriculum for Integrated Algebra and Geometry. At these trainings, our teachers were able to get support in selecting the appropriate textbooks and material.

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?

Teachers are using textbooks and materials that are aligned with the New York State Standards and an independent consultant was hired to work with the math team. However, we will continue to assess that this is happening throughout the year by conducting classroom visits and reviewing the content standards during professional development and grade team meetings.

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.

N/A

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.

Frequent classroom observations by administration and by consultants from Teacher’s College of Columbia University.

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?

Experienced staff tends to differentiate instruction more often than less experienced staff. Less experienced staff tends to use more teacher-centered strategies.

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.

Paying for staff to attend summer planning institutes in which they learn strategies for differentiating instruction and have the opportunity to apply what they’ve learned to their unit and lesson plans.

Regular staff development sessions planned by the PD committee and designed to meet the expressed needs of staff.

Analyzing data from periodic assessments and using their analysis to inform instruction by researching effective teaching strategies that ELA teachers can use to develop a 9th grade skills curriculum.

As part of our professional development that staff will engage in classroom inter-visitations among the pedagogy, instructional walk-throughs and student shadowing to see best practices in our classrooms.

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

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

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.

Frequent classroom observations by administration and by consultants from NAFET and MSP.

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?

Experienced staff tends to use more inquiry-strategies and groups work more often than less experienced staff. Less experienced staff tends to use more teacher-centered strategies.

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.

Paying for staff to attend summer planning institutes in which they learn strategies for differentiating instruction and have the opportunity to apply what they’ve learned to their unit and lesson plans.

Regular staff development sessions planned by the PD committee and designed to meet the expressed needs of staff.

Analyzing data from periodic assessments and using their analysis to inform instruction by researching effective teaching strategies that ELA teachers can use to develop a 9th grade skills curriculum.

As part of our professional development that staff will engage in classroom inter-visitations among teachers, instructional walk-through and student shadowing to see best practices in our classrooms.

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.

The Cabinet will undertake an evaluation of teacher turnover at our school to determine if it is a major issue at Mott Haven and if there are any subject areas or grade levels that are particularly affected. Furthermore, the Cabinet will determine whether the teachers that leave Mott Haven are highly qualified and successful teachers whose departure can be expected to have a detrimental affect on students' achievement. Finally, the Cabinet will need to determine the reasons that teachers are leaving Mott Haven Village Preparatory High School. We must know if teachers are leaving for other careers, to other schools, or other reasons.

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?

As a small school, it does not take many teacher departures to have a significant affect on the school. In the last two years (since the finished expanding to all four grade levels) there have been at least five newly hired teachers each year. This level of teacher turnover can disrupt the educational process and make it difficult to maintain continuity between years.

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.

The first step the school will take is to try to expand its mentoring program. All new teachers will be given the support that they need to be successful during their first year of teaching. Furthermore, the mentoring experience can be extended into the second and third year as needed. In addition, funding will be made available to send struggling teachers to professional development that addresses their needs and help them improve. Finally, an effort will be made to recruit teachers who are committed to the teaching profession and are not only interested in teaching for two years before moving on to other careers.

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.

We will look to see who in the staff has engaged in professional development for ELL’s outside of the school.

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?

With the exception of the ESL provider and administrators not many of our staff members have taken advantage of the DOE trainings for ELL’s.

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.

This year, professional development workshops will benefit teachers in all content areas that include ELL/LEP students. Research indicates (Dong, 117-124) that ELL and LEP students who receive instruction for using reading strategies in content areas improve their content-area learning and their language acquisition. Continuing professional development from last year, teachers will learn specific strategies (e.g. setting purpose, color, symbol, image routine; anticipation/prediction guides, among others) to teach the 7 habits of proficient readers to their daily lesson plans. In addition, staff members will receive email notification of the different DOE professional development offerings.

Dong, Yu Ren (2004). *Teaching Language and Content to Linguistically and Culturally Diverse Students: Principles, Ideas and Materials*. New York: Information Age Publishing.

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 review our periodic assessment practices.

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

Applicable Not Applicable

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

We assess ELL performance through the Scantron Performances Series and Acuity. Additionally, the ESL teacher conducts teacher assessment that will allow him to track student progress and challenges.

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.

N/A

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.

At the beginning of the school year with the support of our Empowerment Network, special education teachers and general education teachers received training on how to interpret and implement the IEP. We typically survey the staff about their knowledge of IEP and differentiation strategies with the help of our Teachers College partnership. This allows us to plan professional development and access the knowledge that our staff has about IEP and accommodation. From this results, we have determined that most of our more tenured qualify teacher had an understanding of the IEP, but still need additional help in developing differentiation strategies that will allow them to accommodate needs of students with IEP. In terms of our new teachers, almost all of them still need help understanding modifications and the IEP in general.

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?

- Results from NAFET survey for 2008.
- Informal and formal meetings with staff members and classroom observation.

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.

- Use grade team meetings to discuss strategies and accommodations to better service special educational students.
- Making sure that each teacher receives IEP for their particular students the first week of school and that this IEP are review and discuss with special education teacher.
- Make sure that each special education teacher has common planning time with the content area teachers.
- Organizing differentiated professional development for new teacher that have limited knowledge of IEP.
- Making sure that the IEP teacher and assistant principal work with the staff to help develop behavior modification plans for students with IEP.
- Making sure that teachers who are new to our school learn how to work effectively as part of a CTT team.

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.

At the beginning of the school year the school assesses the general understanding of the staff regarding their comprehension and understanding of individualized Educational Plans. The teachers who work with students who have IEPs are provided with the necessary copies of the student's records to better service our students who have special needs. Our support network (Children's First Network), our two assistant principals who have a background in special education, and our teachers who have several years of experience in special education work with all the staff members who work with students with special needs to help plan curriculum that is aligned with NYS standards and create and address individual goals for students. The special education teachers and content area teachers are also provided with weekly common planning periods to help assess and address the needs of our special education students. The teachers also work on differentiating instruction during these planning periods. Any behavioral concerns and/or plans that need to be addressed or created regarding individual students are done either during the weekly planning periods between the content teachers and special education teachers or during weekly grade team meetings where all the members who work with particular students are available to provide input and discuss strategies for working with students.

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?

- Formal and informal classroom observations and meeting with staff members
- Student observations performed by teachers

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.

- Use professional development meetings to better address how to service our special education population
- Administrative support for teachers to help them plan curriculum and goals aligned with standards and consistent with addressing the individual needs of our special needs students
- Ensure that there are weekly common planning periods for the special education teachers and special education teachers
- Make sure that there are weekly grade level team meetings
- Provide teachers with copies of individualized Educational Plans

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.)

3 students

2. Please describe the services you are planning to provide to the STH population.
Students in temporary housing are scheduled to meet with the school social worker to identify the areas of greatest need where the school can help. Sessions with the school counselor and psychologist are provided based on recommendations by academic advisor and initial meetings with the social worker. In addition to this, the school CBO also extends financial and material help such as school supplies, clothing, and other necessities that are aimed to support continuing education of students who are in need.

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.

