



**METROPOLITAN CORPORATE ACADEMY H.S.
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 15K530

ADDRESS: 362 SCHERMERHORN STREET BROOKLYN, NY 11217
TELEPHONE: (718) 222-6200
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15k530 **SCHOOL NAME:** Metropolitan Corporate Academy H.S.

SCHOOL ADDRESS: 362 Schermerhorn Street Brooklyn, NY 11217

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

SCHOOL CONTACT PERSON: Lennel George **EMAIL ADDRESS:** Lgeorge8@schoo
ls.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lennel George

PRINCIPAL: Lennel George

UFT CHAPTER LEADER: Christopher Renaud

PARENTS' ASSOCIATION PRESIDENT: Malaika Abdul-Waheed

STUDENT REPRESENTATIVE:
(Required for high schools) Jamilla Avallon

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN#305

NETWORK LEADER: Joanne Meijas

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lennel George	*Principal or Designee	
Chris Renaud	*UFT Chapter Chairperson or Designee	
Malika Abdul-Waheed	*PA/PTA President or Designated Co-President	
Leonor Trivino	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Juliette Walker	Teacher	
Tony Lambrides	Teacher	
Moli Ntuli	Teacher	
Carol Belgrove	Co-President	
Dawn Mattos	Member/Parent	
Denise Walker-Tubbs	Member/Parent	
Alexandria Taylor	Member/Parent	
Tammy Wright	Member/Parent	
Patrice McRae	Member/Parent	
Lyda Caicedo	Member/Parent	
Jamila Avalon	Student Representative	
Lamis Abdul-Waheed	Student Representative	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

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

Mission

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

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

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

MCA currently houses one (1) ninth grade, two(2) tenth grade, three (3) eleventh grade and four (4) twelfth grade classes. **Average class size currently ranges from 15 (15) in the ninth grade to twenty-twenty-five (25) in the twelfth grade.** Most classes are heterogeneously grouped.

The student body of Metropolitan Corporate Academy is served by more than 40(40) professionals and support staff, including one (1) principal, one (1) tenured Assistant Principal, 3 ATR Assistant Principals , twenty-one (21) teachers, one (1) social worker/guidance counselor, one (1) guidance counselor, 1 (1) secretary, four (4) paraprofessional, (3) school aides, one (1) parent coordinator, five (5) school safety officers and two (2) additional part-time service providers.

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

The current English Language Arts program provides a rich learning environment that is student-centered, developmentally appropriate and literature based

Current strategies for improving instruction and student performance in mathematics include the use of the math coach. In addition there has been more integration of curriculum materials from the Algebra's Cool, Flashmaster, Examgen, Scantron and Regents prep publishers such as Barron's. Lessons are enriched with the use of various manipulatives such as integer chips, algebra tiles, geometric models, tessellation tiles, measuring tools, origami and folding techniques, geoboards.

In social studies, all courses incorporate New York State's content standards as well as the ELA performance standards in reading, writing, speaking, listening, viewing, conventions, grammar usage, literature, public documents and functional documents.

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

Technology is integrated into all disciplines with the addition of a new computer lab to our existing two . Teachers receive training in use of technology. Students in ELA, social studies and science classes use our computer equipment to enhance their learning of content and to develop their skills.

Academic Intervention Services are provided for all students who need additional support in the areas of ELA, mathematics, social studies and science. After-school and lunch time tutorials provide youngsters with an opportunity to enhance their literacy and numeracy skills and prepare for the rigorous Regents assessments. In addition to these sessions, we offer Saturday and PM school classes in ELA, mathematics and Spanish for further academic support.

During the spring semester, professional development was provided through regular staff and team meetings. For the ninth, tenth and eleventh/twelfth grade teams, professional assistance was also provided by an Aussie coach for global studies and English. A Literacy Coordinator supported the

literacy efforts of all instructors and individualized assistance was provided by the principal and assistant principal through the clinical observation process.

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Metropolitan Corporate Academy High School				
District:	15	DBN #:	15k530	School BEDS Code:	331500011530

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0						
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		90.3	90.2			
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68.2	68.2			
Grade 8	0	0	0						
Grade 9	177	120	132	Students in Temporary Housing: Total Number					
Grade 10	123	149	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	49	62	110		3	26			
Grade 12	50	51	63						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	400	383	408		4	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	30	42						
No. in Collaborative Team Teaching (CTT) Classes	11	11	7	Principal Suspensions	11	14			
Number all others	22	23	17	Superintendent Suspensions	12	2			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals			
	2007-08	2008-09	2009-10		7	9	
	27	19		Number of Educational Paraprofessionals			
					1	1	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
American Indian or Alaska Native	1.2	1.0	1.2	% fully licensed & permanently assigned to this school	100.0	100.0	
Black or African American	83.8	79.1	78.9	Percent more than two years teaching in this school	40.0	58.3	
Hispanic or Latino	12.8	17.2	16.4	Percent more than five years teaching anywhere	48.0	62.5	
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.8	1.0	Percent Masters Degree or higher	76.0	83.0	
White			0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.6	88.2	
Multi-racial							
Male	48.2	48.8	50.5				
Female	51.5	51.2	49.5				

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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**	Progress Target
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							

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.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

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

1. ENGLISH LANGUAGE ARTS

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

An analysis of cohort performance in ELA over the two year period from 2007-2010 indicates the following: **Our ELA performance of students scoring 65 and above on the Regents went from 45.9% in 2007-08 to 42% in 2008-2009 and then up to 60% in 2009-10. The Progress Report grade went from a D in 2008-2009 to a C for the 2009-2010 school year.**

Implications for the Instructional Program:

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

- Continued use of reading and writing consultants to strengthen instructional strategies that have, in the past, contributed to excellent results in the percentage of students meeting the ELA graduation requirement.
- The continued implementation of a ninth grade literacy program for all students, including those in special education.

- Continued provision of Academic Intervention Services for all students who are not meeting state standards.
- Classroom libraries in all subject area classrooms on all grade levels.
- Reinforcement of literacy strategies by all content area teachers.
- Intensive professional development for all teachers in the following areas:
 1. Effective strategies for teaching reading through the content areas.
 2. The use of specialized strategies to meet the needs of special education students.
- Regular meetings of ELA teachers to discuss instructional strategies and curricula matters.
- **The hiring of a consultant to work with ELA teachers.**

2. MATHEMATICS

Summary of Data Analysis/Findings – Math

An analysis of cohort performance in mathematics over the three-year period from 2007-2010 indicates the following: the number of students earning 65 and above on Math regents went from 35% in 2007-08 to 44% in 2008-09 and down to 34% in 2009-10. However, in 2009-10 on the Progress Report we did receive extra credit for students in the lowest third scoring 75 or higher on the Regents

Implications for the Instructional Program

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

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

3. SCIENCE

Summary of Data Analysis/Findings – Science:

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

On the Living Environment regents the school went from 43% scoring 65 and above in 2007-08 to 51.8% scoring 65 and above in school year 2009-10.

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

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

Implications for the Instructional Program

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

- Continuation of instructional strategies that have proven effective in the past.
- Continued professional development in planning and teaching lessons for 44 minute periods with a particular focus on the mini lesson segment.
- Purchase and maintain adequate supplies of new texts, **regents review materials** as well as materials and equipment for science lab activities.
- Intensive professional development and mentoring for inexperienced teachers with a focus on management, alternative strategies and the workshop model.
- Provide opportunities for teachers to visit exemplary experienced science teachers in other schools.

4. SOCIAL STUDIES

Summary of Data Analysis/Findings – Social Studies:

An analysis of the data sources reviewed indicates the following: Many students are failing the Global Regents or taking three years to pass it. The school's performance on the Global regents has shown very little increases over the last three years

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

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

Homework assignments include Regents level document-based activities.

Implications for the Instructional Program:

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

- Intensive review of student performance on Regents examinations to identify areas of weakness.
- Intensive professional development in the following areas:
 1. Development of Regents level assessments and homework assignments.
 2. Alternative teaching strategies.
 3. Strategies to improve literacy skills.
 4. Implementation of the workshop model.
 5. Introducing interdisciplinary planning between the English and Global teachers.

6. Provision of Regents prep sessions several weeks prior to the exams.
7. Extensive use of Regents review materials including previous exams and resources on test taking strategies.
8. Acquisition of primary source and Regents review materials for use in Global IV and U.S. History II classes
9. Professional development for Global teachers

5. FOREIGN LANGUAGE

Data Analysis/Findings- Foreign Language:

An analysis of the data sources reviewed indicates the following:

Lessons and assessments reflect Regents standards.

Varied instructional activities are implemented on a regular basis

Implications for the Instructional Program:

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

- Continued implementation of varied instructional strategies.
- Continued use of Regents level assessments.
- Regents review prep sessions after school.

- Continued implementation of elective course in Spanish culture and after-school enrichment course.
- Professional development on the implementation of the workshop model.

6. THE ARTS

Summary of Data Analysis/Findings – The Arts:

An analysis of the data sources reviewed indicates the following:

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

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

Our Advanced Dance class entitled “Diversity of Dance” auditions students grades 9-12 to be a part of a rigorous dance training and community outreach program. MCA dance students not only learn the technique of various cultural dances such as, Ballet, Modern, tap, West African, Dance Hall, Salsa, Hip Hop, Capoeira etc... but, they also study the cultural context and choreographers from which these dance styles arose. Lastly, the students learn choreography as well as choreograph their own dances.

The program fosters school spirit with special performances such as: Open Mic, Winterfest, Black History Celebration etc... at MCA. Every student in this class must hand in weekly progress reports to their instructor who meets with them one on one to create class and individual goals for each student. Several professional groups have also come to the school to present various art forms to our students thus helping to increase community relations.

Implications for the Instructional Program:

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

- Implementation of more courses in music and the fine arts to serve all interested students.
- Utilize the dance studio for varied arts activities.
- Provide additional opportunities for student musical and dance performances at MCA

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

1. CURRICULUM AND INSTRUCTION

Summary of Data Analysis/Findings – Curriculum and Instruction:

An analysis of the data sources reviewed indicates the following:

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

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

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

Current schedule provides sufficient opportunities for earning physical education credit.

Implications for the Instructional Program:

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

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

2. USE OF TECHNOLOGY

Summary of Data Analysis/Findings – Use of Technology:

An analysis of the data sources reviewed indicates the following:

The new computer lab on the second floor has allowed us to introduce many programs to students including Achieve 3000, Geometry Sketch pad, Castle Learning, and other web based programs.

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

The Literacy and Media center on the first floor is actively used by students during their lunch periods to complete projects on the computer. It is also a lending library and is monitored by an ATR Assistant Principal

Implications for the Instructional Program:

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

- **Intensive professional development for new HSST coordinator and assistant programmer.**
- Professional development for classroom teachers on using technology for more effective school-home communication.
- Develop of a comprehensive technology program consisting of four sequential courses.
- Development of an MCA Website.

3. LIBRARY MEDIA SERVICES.

Summary of Data Analysis/Findings – Library Media Services:

An analysis of the data sources reviewed indicates the following:

The Literacy and Media Lab has become an integral part of student life at MCA. Student utilize the lab during and after school. The lab has 15 working computers and two printers.

There are libraries in all of the classrooms. However, the math and science classrooms need to expand their collections to other than standard textbooks.

Implications for the Instructional Program:

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

- Development of classroom libraries in all content area classes in grades 9-12.
- Continued partnerships with neighboring institutions (e.g., N.Y. Tech) that include use of library.
- Acquisition of books in various disciplines to create classroom libraries across the content areas in all classrooms.
- Expanding the number of computers in the Media Center.

4. PROFESSIONAL DEVELOPMENT

Summary of Data Analysis/Findings – Professional Development:

An analysis of the data sources reviewed indicates the following:

While the overall quality of instruction is good, weaknesses exist among some instructors in the following areas:

1. Class management.
2. Planning and implementing inquiry-based lessons.
3. Developing Regents level assessments.
4. Time management.
5. Developing effective motivations and summaries.
6. Questioning techniques.
7. Literacy across the content areas.
- 8. Differentiation**
- 9. Using data to drive instruction**
- 10. Collaborative Inquiry teams**

Continued efforts are needed in the area of curriculum development – particularly the development of elective and advanced courses of study.

Implications for the Instructional Program:

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

- **Web Tools Pd through the Teachers Network to introduce teachers to new teaching strategies incorporating technology.**
- **English and social studies teachers are all participating in professional development on using Achieve 3000. Ongoing professional development aligned with student needs.**
- **Promote literacy across the school through the work of the Inquiry Teams. Participation in ongoing PD through scheduled common planning periods.**
- **Insure that teachers are using tiered assignments and small group instruction.**
- **Insure that teachers are using materials of varied readability and interest; varying tasks in multiple modes and a variety of scaffoldings.**
- **Provide opportunity for inter-visitations within the school and other schools.**
- **Common rubric for writing in all classes.**
- **Goal setting by teachers for all of their classes.**
- **Appropriate libraries in use in all classes.**
- **Engage the services of experts in the field to facilitate professional development workshops, model teaching strategies, observe teacher practice and conference with teachers.**

5. STUDENT ATTENDANCE

Summary of Data Analysis /Findings – Student Attendance:

An analysis of student attendance indicates the following:

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

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

Attendance has been going up in the last three years. But persistent problems remain: large number of student come into the school who are overage and under-credited.

Implications for the Instructional Program:

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

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

6. STUDENT SUPPORT SERVICES

Summary of Data Analysis/Findings – Student Support Services:

An analysis of the data sources reviewed indicates the following:

The provision of guidance services needs to be strengthened.

Increase emphasis on providing college counseling

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

Implications for the Educational Program

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

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

7. PARENT INVOLVEMENT

Summary of Data Analysis/Findings – Parent Involvement:

An analysis of the data sources reviewed indicates the following:

Parental involvement continues to be poor.

Implications for the Educational Program:

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

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

8. SCHOOL CLIMATE

Summary of Data Analysis/Findings – School Climate:

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

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

Implications for the Educational Program:

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

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

9. SCHOOL FACILITIES

Summary of Data/Analysis Findings – School Facilities:

An analysis of the data sources reviewed indicates the following:

School facilities are deficient in many key areas: auditorium, Gym

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

Implications for the Educational Program:

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

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

10. GRADUATION RATE

Summary of Data/Analysis Findings – Graduation Rate

An analysis of the data sources reviewed indicates the following:

The graduation rate has been persistently low for the last three years. This is in part due to a number of students each year who do not graduate because of credits and regents. These students take more than four years to graduate.

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal 1- By June 2011, 75 % of the 2011 senior Cohort will pass the ELA Regents with a 65 and above. 60% of the 2012 Junior Cohort will pass the Regents with a 65 and above.

Goal 2- Increase in student achievement and progress toward graduation. Increase Graduation rate from 48% to 60%.

Goal 3- By June 2011 the percentage of students earning more than 10 credits in the second and third year of school will increase by at least 8-10%

Goal 4- Attendance will increase from last year's 77.4% to at least 85% by June 2011.

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75 % of the 2011 senior Cohort will pass the ELA Regents with a 65 and above. 60% of the 2012 Junior Cohort will pass the Regents with a 65 and above.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Continuous review of student work using set protocols and rubrics.</p> <p>Meet in study groups weekly during grade team meeting around a number of study texts, including <u>Do I really have To Teach Reading</u></p> <p>Offer ELA Regents prep on Saturdays for all students.</p> <p>Use the data collected from student’s writing folders to identify areas of the ELA exam that they are struggling with.</p> <p>Determine from item analysis of the January ELA Regents results the areas to focus on to prepare students to do better on the June exam.</p> <p>Introduce Literature Circles and Socratic Seminar in all classes.</p> <p>Continue common planning in weekly grade team meetings.</p> <p>Introduce a Student Data Form for teachers to record information about students’ deficiencies and strategies to help them improve.</p> <p>Collaboration between the Social studies and English</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcripts</p> <p>Changes in teaching strategies to reflect the skills and strategies garnered at professional development sessions.</p> <p>Periodic writing exams</p> <p>Students' writing portfolios</p> <p>Results on State Tests</p> <p>Classroom observations by Principal, Assistant Principal</p>

Subject/Area (where relevant): Student Achievement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase in student achievement and progress toward graduation. Increase Graduation rate from 48% to 60%.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Purposefully align curriculum, instruction, assessment and staff development by: aligning daily instruction with specified learning objectives; providing staff with opportunities for ongoing collaboration and professional development directly related to students achievement; Insure that common planning and interdisciplinary teams are in place.</p> <p>Actively promote a climate of achievement and the use of incentives and celebrations: recognizing student curricular and non-curricular achievements on daily school announcements; provide individual incentives and marking period recognition assemblies for students; publish names of students who meet achievement goals in classroom and school newspaper; share professional learning and achievements at weekly team meetings and department meetings.</p> <p>Structure strong parent partnerships by creating systems for consistent two way communication between home and school: Schools Parent website, insure that all teachers are signed on to website and parents can reach them via site; conduct grade-level parent workshops-Curriculum/ Family Night; teachers will post homework and assignments and projects on website for students and parents.</p> <p>Support students who need additional help by creating collaborative inquiry teams to work with targeted students; create peer tutoring systems within classrooms; create a Freshman Mentoring Program where selected seniors are assigned to a group of five freshman as a mentor/big brother/big sister; utilize staff as part of their C-6 to provide daily tutorial services for individual students and small groups.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Use Title 1 Professional development allocation Scheduled staff training.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcript Periodic writing exams Students' writing portfolios Results on State Tests Classroom observations by Principal, Assistant Principal</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the percentage of students earning more than 10 credits in the second and third year of school will increase by at least 8-10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Implement credit recovery classes for all grades on Saturdays and after-school. • Provide AIS to at-risk-students. • Track students in need through the assistance of the guidance counselors. • Schedule bi-monthly meetings of the Accreditation Committee. • Provide professional development which emphasizes working with students at risk. • Continuous review of student work to determine needs. • Ongoing professional development aligned with student needs. • Weekly grade team meeting and conferencing with students-at-risk.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Student transcript Periodic writing exams Students' writing portfolios Results on State Tests Classroom observations by Principal, Assistant Principal

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Attendance will increase from last year's 77.4% to at least 85% by June 2011.
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>	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • Attendance Coordinator will aggressively work with Attendance Teacher to monitor attendance • Use of School Messenger to make daily automated calls to parents • AM and Saturday phone bank. • Offer attendance incentives-movie tickets, certificates, Bulletin board recognition, PA announcements, etc. • Provide workshops at various times to accommodate parents' schedules. • Provide parents with interest inventory surveys to meet the needs of parents. • Contact parents to provide positive feedback regarding their child's progress • Schedule regular meetings with PC, COSA and staff to infuse school wide assemblies/activities with PTA meetings. • Strengthen and acquire additional support from current community based organizations, such as Hospital Audiences, Caribbean Cultural Society and New York Cares.

	<ul style="list-style-type: none"> • Use attendance data from ATS, ARIS HS Data Tool, HSST to identify attendance patterns. • Expedite the closure of 407s
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcripts</p> <p>Changes in teaching strategies to reflect the skills and strategies garnered at professional development sessions.</p> <p>Periodic writing exams</p> <p>Students' writing portfolios</p> <p>Results on State Tests</p> <p>Classroom observations by Principal, Assistant Principal</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students passing the Global Regents by 10%.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Continuous review of student work using set protocols and rubrics.</p> <p>Meet in study groups weekly during grade team meeting a around a number of texts.</p> <p>Offer Global Regents prep on Saturdays for all students.</p>

	<p>Use the data collected from student’s writing folders to identify areas of the Global exam that they are struggling with.</p> <p>Determine from item analysis of the past Global Regents results the areas to focus on to prepare students to do better on the June exam.</p> <p>Introduce Socratic Seminar in all classes.</p> <p>Continue common planning in weekly grade team meetings.</p> <p>Introduce a Student Data Form for teachers to record information about students’ deficiencies and strategies to help them improve.</p> <p>Collaboration between the 10th grade English teachers and 10th grade Global teachers to create interdisciplinary lessons</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Use Title 1 Professional development allocation Scheduled staff training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student transcripts</p> <p>Changes in teaching strategies to reflect the skills and strategies garnered at professional development sessions.</p> <p>Periodic writing exams</p> <p>Students’ writing portfolios</p> <p>Results on State Tests</p> <p>Classroom observations by Principal, Assistant Principal</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9		16	16	16	10	3	5	0
10	47	37	37	47	25	10	10	0
11	47	47	47	56	47	5	10	0
12	37	15	15	60	25	2	6	0

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

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

Part B. Description of Academic Intervention Services

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

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Attached.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be Served: _____ 8 _____ LEP _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: **15K530 Metropolitan Corp Acad.** _____ **BEDS Code:** _____

Allocation Amount:		
Budget Category		Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$25,000	Salary for F-status ESL teacher two days aweek
Purchased services - High quality staff and curriculum development contracts.		()
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	Books on Tape, Book Bins, Leveled Books)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$25,500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

For this 2010-11 school year, the Chinese, Nepalese, Haitian Creole families all requested that school communications be sent in English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
3. Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference.
4. *For this 2010-11 school year, the Chinese, Nepalese, Haitian Creole families all requested that school communications be sent in English.*
- 5.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Oral translations in Spanish will be provided by staff members. Other languages we contact the translation and interpretation services

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$281,527	\$111,532	\$393,059
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,235	\$1,115	\$2,350
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,170	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$12,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **The two teachers that are not highly qualified are currently pursuing their state certification. They attend workshops and professional development in their subject areas at both the school level and the district level: workshops on differentiating instruction; use of technology in the classroom and content specifics training.**

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

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

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

Metropolitan Corporate Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

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

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

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

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

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

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

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

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

- a) This will be accomplished through actions such as:
 - Instate and out of state workshops, conferences and/or classes.
 - Presentations and discussions at PTA meetings and workshops.
 - Individual parent-teacher conferences.
 - Materials distributed by the Parent Coordinator.

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

Adoption

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

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

Principal's Signature: _____
Date _____

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

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

❖ School Parent Compact

School Responsibilities

School: **Metropolitan Corporate Academy** will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;

- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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. Page 13
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			N/A			
Title I, Part A (ARRA)	Federal			N/A			
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Five
2. Please describe the services you are planning to provide to the STH population.
We will provide tutoring services, Saturday school, counseling and support to families.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Metropolitan Corporate Academy High School					
District:	15	DBN:	15K530	School		331500011530

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		73.9	79.2	77.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	120	132	42				
Grade 10	149	103	80				
Grade 11	62	110	63				
Grade 12	51	63	106				
Ungraded	1	0	0				
Total	383	408	291				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.3	90.2	92.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.2	79.4	79.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	26	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	42	27	Principal Suspensions	11	14	21
# in Collaborative Team Teaching (CTT) Classes	11	7	12	Superintendent Suspensions	12	2	8
Number all others	23	17	16				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	24	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	9	0
# receiving ESL services only	8	7	TBD				
# ELLs with IEPs	0	1	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	27	19	73	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	40.0	58.3	0.0
				% more than 5 years teaching anywhere	48.0	62.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	83.0	0.0
American Indian or Alaska Native	1.0	1.2	1.0	% core classes taught by "highly qualified" teachers	85.6	88.2	0.0
Black or African American	79.1	78.9	79.4				
Hispanic or Latino	17.2	16.4	16.8				
Asian or Native Hawaiian/Other Pacific	1.8	1.0	1.7				
White	0.8	1.7	1.0				
Male	48.8	50.5	51.9				
Female	51.2	49.5	48.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						v
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	57
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:	NR			
Overall Score:	48	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	27.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 305	District 15	School Number 530	School Name Metro.Corporate Acad
Principal Lennel George		Assistant Principal Debra Nagel	
Coach _____		Coach	
Teacher/Subject Area Yael Seligman/ESL		Guidance Counselor Erica Galea	
Teacher/Subject Area Tony Lambrides Linda Bond/ELA		Parent	
Teacher/Subject Area type here		Parent Coordinator Darlene Walker	
Related Service Provider Evelyn Pierre, Gitty Rabi;		Other Janet Denham/Ass't Principal	
Network Leader Joanne Mejias		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

C. School Demographics

Total Number of Students in School	292	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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 [\[see tool kit\]](#).)
4. 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.

5. 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.)
6. 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.

te response to questions 1-6 here Part II: ELL Identification Process:

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

The NYSESLAT is administered annually by our ESL specialist, who is responsible for all aspects of its administration, including ordering, scheduling, notifying students and parents, administering, scoring, and packaging. Students' proficiency level results on the NYSESLAT are used to determine their ongoing eligibility to receive ESL services.

2. Parent can choose from the following programs that are available in NYC: Dual language, Transitional and Freestanding ESL. At the parent orientation or during the intake process, these programs are clearly explained to the parents. We have had very few new immigrant families requesting admission and at least 99% of them request ESL services for their children. We honor parental choice. If the neighborhood demographics change and a sufficient number of parents request bilingual education, appropriate accommodations will be discussed and provided in the future. Meanwhile we have an ESL program to service the students as per the CR Part 154 requirements.

In the past seven years, we have had only three students entering MCA with a beginning level of English proficiency, who had been in US schools for less than three years. Content area teachers supported these students and provided considerable individual attention and tutoring. These students were highly motivated and hard-working learners, and progressed nicely in English. One student graduated last year with all the required credits and Regents exams completed; one is on target to graduate this year.

3. At the beginning of the school year, our ESL Specialist prepares and distributes parent letters to ELL students to bring home, informing parents that their child continues to be eligible to receive ESL services during the course of the school day based on their proficiency level on the most recent NYSESLAT examinations. If the form is not returned, Transitional Bilingual Education is the default program; however, we have not had enough parents requesting TBE or unreturned forms to consider this option.

4. If the results of the LAB-R indicates that the student is entitled to ESL services or if the student is entitled to continued service as per the result of the NYSESLAT, parents are invited to a parent orientation where information regarding the ELL programs that are available in New York City is discussed in the parents' native language. At the end of this meeting, parents fills out the Program Selection Form. The students are placed according to the parents' choice of program. All the entitled students receive ESL services as per the CR-Part 154 Regulations i.e beginners receive 540 minutes of ESL instructions per week;intermediate -360 minutes; advanced-180 minutes of ESL and 180 minutes of ELA instruction per week.

5. Trends in parent choice: More than 95% of parents who opt to enroll their children in our school choose ESL. Over the past seven years, fewer than ten families have chosen not to enroll their children in the ESL program and have requested placement in schools that have bilingual programs.

6. Most (>95%) incoming parents of ELLs at our school choose our ESL program model of push-in/pull-out instruction. Our program is aligned with the parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In											3	3	3	9
Total	0	0	0	0	0	0	0	0	0	0	3	3	3	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1	3			4	1	1	9
Total	2	0	1	3	0	0	4	1	1	9

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

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									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	3		5
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian													2	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3	3	9									

Part IV: ELL Programming

A. 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.

Paste response to questions 1-4 here 1. ESL instruction is delivered using a flexible combination push-in, pull-out model. Our ESL specialist pushes in to the subject area classes. She also makes sure students are very focused on passing their classes and on preparing for the Regents exams. Our ESL specialist surveys the ELL students to ask if they would like her to push in to their subject area classes, in addition to meeting during lunch time and other pull out times.

She makes herself available to meet with students at any time during the day, and helps them as well on an as-needed basis with other assignments, such as class projects and college essays while ensuring that all students are receiving ESL services as required by the city and state regulations.

2. According to NYS CR Part 154, high school students scoring at an advanced level English proficiency are meant to receive 180 weekly minutes of ESL instruction and 180 minutes of ELA; and students scoring at a beginning level receive 540 minutes. Intermediate level are meant to receive 360 minutes.

This has been an ongoing scheduling challenge for us. Because of the teacher's flexibility, we are able to create schedules that meet the mandated minutes.

3. All instruction in our school is in English; however, content area teachers use scaffolding and ESL strategies in order to reach the ELLs. Most students in our high school have academic skills below grade level, as shown on Acuity Predictive assessments, Achieve 3000 reading assessments, students' individual transcripts and standardized test results. All staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PD sessions for all teachers are held three times per week, for forty five minutes, and during designated DOE PD days, in conjunction with our CFN academic support coaches. Individual teachers are helped with lesson planning, goal setting, and differentiating. We have self contained Special Education classes for grades 10 , 11, and 12, and a SETSS teacher who provides Academic Intervention Services in the classroom.

4. The purpose of our high school is to help our students graduate from high school. All ELL students are supported to pass their content area classes and Regents exams. Therefore, instruction is particularly geared at improving the students' academic literacy skills that will enable them to meet the graduation requirements. We only have one beginning level ELL this year, a tenth grade special education student whose reading level is third grade. Many of our ELLs are long term ELLs, needing targeted instruction in reading comprehension and writing skills. Some of our ELLs have been in this country for more years than their official Years of Service, but had not attended school during all that time or attended school in a different state. Our ESL instruction focuses on student motivation to set goals, improve attendance, and develop job search, workforce skills, and college readiness.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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.



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. We have a small population of ELLs, whose skill levels are not very different from most of our students. Personalized instruction is focused on student strengths; where possible, teachers allow students to complete assigned work at their own pace. Time and resources are also allocated for re-teaching and "catch-up" in order that every student can achieve mastery.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, or learning environment. Many strategies that work well for struggling readers whose native language is English also work well with ELLs. Activating and building background knowledge, and explaining key concepts and vocabulary, are essential.

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

- Utilizing electronic resources
- Integrated instructional units across disciplines
- Collaborative team-teaching with SETSS and other support staff
- Cooperative learning
- Scaffolding
- Culturally relevant connections and experiences
- Workshop model: Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk
- Learning competencies
- Project-based learning

Teachers receive PD from our CFN cluster, on-site and off-site.

Students are programmed into classes that best suit their academic needs. We have certified Special Education teachers on staff, who worked with ELLs in their previous placement. Students receive additional support for regents and other exam preparation during the instructional day, before school, and in our PM and Saturday School programs.

6. Students who demonstrate English proficiency on the NYSESLAT exam are monitored for two additional years. During this time, they are entitled to continue receiving testing accommodations. This mandate allows former ELLs to continue receiving extended time when taking their Regents exams. They are also encouraged to participate in Saturday credit recovery classes and tutoring.

7/8. For the upcoming school year, we are not planning any changes in our program for ELLs. If our demographics change, and many more ELLs enroll in our school, we will make changes to our program as per the parent choice. If necessary, we would consider hiring a full time ESL specialist and creating a self-contained ESL or bilingual class.

9. Our ELL students have equal access to all school programs and services. Our ELL students are all in regular classes and they are given the options to participate in all MCA extracurricular activities. ELL students also participate in college preparedness activities, and all field trips. All school support structures are available to our ELLs: literacy center and school library, tutoring, and Saturday Program. All ancillary services provided to students with IEPs are provided to our ELLs with IEPs: mandated guidance counseling, speech, and AIS.

10. [see # 5 above]

11. The students use bilingual dictionaries and glossaries; they are also allowed to communicate with each other in their native language to support comprehension.

12. MCA is a standard grades 9-12 high school; all our programs, resources, and supports are specific to this age group.

13. Because we have so few ELLs, and no recently arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change, we will be sure to consider that.

14. MCA students have been offered Spanish as a foreign language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support

Most students in our high school are reading below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held thrice weekly, and during designated DOE PD days, in conjunction with our CFN academic support coaches. Individual teachers are helped with lesson planning, goal setting, and differentiating. All school staff, including pedagogues, administrators, secretaries, guidance, and parent coordinator, are offered opportunities to participate in ESL Professional Development to comply with the 7.5 hours mandates.

E. Parental Involvement

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

Paste response to questions 1-4 here

All parents of prospective students are encouraged to attend an in person orientation and interview. Parents are invited to participate in the PTA monthly meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered, based on feedback from parent surveys and expressed interests and needs, to help their children succeed in this transfer high school, and to consider future options (college, military, etc...)

We offer an internship program for students. Parents are part of the internship contract process.

Our Parent Coordinator has offered workshops for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)												1		1	
Intermediate(I)												1		2	3
Advanced (A)													3	1	4
Total	0	0	0	0	0	0	0	0	0	0	0	2	3	3	8

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I											1		1
	A											1		
	P												3	2
READING/ WRITING	B											1		
	I											1		2
	A												3	1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math	3		2	
Math	4		1	
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography	1	2	1	
US History and Government	1	2	0	
Foreign Language		1		1
Other				
Other				
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)								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. For all new admits to our school, we look at their test history, using information on their transcripts, on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.

2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, six of our ELLs scored at a proficient or advanced level on the 2010 NYSESLAT in listening & speaking, but only four scored at that level for reading & writing. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, writing skills, and Regents test preparation.

4. The ESL Periodic Assessments' results have been consistent with results on the Acuity Predictive Assessments, and both are consistent with the NYSESLAT results; ie, our ELL students show literacy (and often math) skills below grade level, and need most support in reading comprehension and writing skills. Even though language accomodation is provided, our students usually choose to take the tests in English. A closer look at our ELLs' results taking the Regents exams reveals interesting data.

One of our ELLs, who have received fewer than two years of service, passed the US History Regents exam last year, on the strength of her thinking and reasoning skills. Another ELL passed math and science regents in his third year of service. A third ELL passed all five Regents exams before he had completed seven years of service -- ELL high school success stories.

Yet we have also long term ELLs who have not succeeded. Their diffiulties are often not related to second language learning issues, but are indicative of learning disabilities or, in the case of long term truants, difficulties in personal circumstances.

5. N/A

6. We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow oral and written directions and complete grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them succeed on Regents tests. Our ESL specialist has a good rapport with our ELLs, and their teachers, and this contributes positively to our ELLs' successful integration into school life.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional Information

Paste additional information here

ELLs in MCA are here for one of two reasons: Either they were placed here by the DOE, due to lack of space in any of their stated preferences on the high school application form, or, in three rare cases, they chose to remain here because they wanted our learning environment. Inner city schools demand dedication and flexibility on the part of all staff to help meet these students' wide range of needs, and to help them move forward in their lives. Academic progress is not separate from working out challenges in their personal circumstances, and our staff is very committed to students' progress. Our ELLs are (painfully, often) aware of their literacy skills deficits and receive considerable individualized attention from their teachers.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 15K530

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$281,527	\$111,532.	\$393,059.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2815.	\$1115.	\$3930.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,076.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,153.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **The**

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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

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

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

Metropolitan Corporate Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

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

Metropolitan Corporate Academy will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by: Conducting meetings, under the direction of the Parent Coordinator, involving representatives from all programs to ensure the coordination of parental involvement efforts.

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

activities to design strategies for more effective parental involvement, and to revise, if necessary (andwith the involvement of parents) its parental involvement policies.

The evaluation will be conducted by developing a survey to assess the effectiveness of parental involvement policies from the perspective of parents and staff members. The survey will be mailed to parents and distributed at PTA meetings.

The Parent Coordinator will be responsible for conducting the evaluation and disseminating its conclusions and recommendations.

Parents will participate in the development of the evaluation instrument and provide valuable feedback as to the extent to which their involvement impacts the quality of Title I programs.

Metropolitan Corporate Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

i. The State's academic content standards;

ii. The State's student academic achievement standards;

iii. The State and local academic assessments including alternate assessments;

iv. The requirements of Title I, Part A;

v. How to monitor their child's progress; and

vi. How to work with educators.

a) This will be accomplished through actions such as:

Instate and out of state workshops, conferences and/or classes.

Presentations and discussions at PTA meetings and workshops.

Individual parent-teacher conferences.

Materials distributed by the Parent Coordinator.

Distribution of New York State standards, copies of assessments and Title I Part A requirements.

b) Metropolitan Corporate Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Conducting monthly meetings of the PTA. Conduct parent workshops in literacy techniques and use of computers

c) **Metropolitan Corporate Academy** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 Conducting workshops during professional development sessions on communicating with parents.

Having the Parent Coordinator speak to staff members on how to build relationships between parents and the school.

Inviting parent leaders to address staff members on their concerns.

d) **Metropolitan Corporate Academy** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Providing parents with information on school activities through regular mailings, newsletters and announcements at meetings and other

school events. Providing a welcoming Parent Room with information on issues of concern to parents.

Inviting parents to participate in school trips, assemblies and other activities.

e) **Metropolitan Corporate Academy** will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Information will be sent to parents through regularly scheduled monthly mailings in a clear, readable format.

Mailings and newsletters will be provided in a language or languages parents can understand.

Adoption

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

This policy will be adopted by Metropolitan Corporate Academy on May 21, 2008 and will be in effect for the period of 2008-2009.

The school will distribute this policy to all parents of participating Title I Part A children on or before June 26, 2008.

Principal's Signature: _____

Date _____

School Parent Compact

School Responsibilities

School: **Metropolitan Corporate Academy** will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Metropolitan Corporate Academy will provide high-quality curriculum in a supportive and effective learning environment by programming students for required and elective courses taught by certified teachers. Academic Intervention Services will be provided to students who need more intensive support to meet state standards. hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.

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

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The school will provide progress reports to parents in October, December, March, and May. Credit bearing report cards will be issued in January and June. provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff members are always available to consult with parents. Appointments should be made by contacting the Parent Coordinator for both individual and grade team conferences. provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents may volunteer to participate in or observe school activities by contacting the Parent Coordinator. Classroom observations are welcomed at any time .Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing , and timely way. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them attend. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB).

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.)

School Staff-Print Name Signature Date

Parent(s) – Print Name

Student (if applicable)- Print Name

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. See Action Plan 1V

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Teachers are all using data folders. They are involved in grade team planning re: assessments and curriculum.**
- 9 Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **The school has 3 Inquiry Teams: one for 9th grade; 10th grade as well as an 11/12 grade team. Team comes up with strategies to move student achievement.**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
HAI – Hospital Audiences and Caribbean Cultural Center to provide workshops on Conflict Resolution, Music, and Dance after-school programs. Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)
Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide

Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Y				Y	
Title I, Part A (ARRA)	Federal	Y				Y	
Title II, Part A	Federal			N/A			

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	\$77,440.	Y			Y	
Tax Levy	Local	\$1,436,660	Y			Y	