



METROPOLITAN DIPLOMA PLUS HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: METROPOLITAN DIPLOMA PLUS HIGH SCHOOL
ADDRESS: 985 ROCKAWAY AVENUE
TELEPHONE: 718-342-6249
FAX: 718-342-6329

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300011647 **SCHOOL NAME:** Metropolitan Diploma Plus High School

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

SCHOOL TELEPHONE: 718-342-6249 **FAX:** 718-342-6329

SCHOOL CONTACT PERSON: MERI YALLOWITZ **EMAIL ADDRESS** MYallowitz@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judith Caputo

PRINCIPAL: MERI YALLOWITZ

UFT CHAPTER LEADER: Tashena Heath

PARENTS' ASSOCIATION PRESIDENT: Pamela Graham

STUDENT REPRESENTATIVE:
(Required for high schools) Cherise Graham

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** CFN 308

NETWORK LEADER: NEAL OPROMALLA/KATHY PELLEES/Olga Mejia-Glenn

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
Meri Yallowitz	Principal	
Judith Caputo	Admin/CSA	
Tashena Heath	UFT Chapter Leader	
Patricia Clark	DC 37 Representative	
Kim Gustus	UFT Member	
Pamela Graham	PA/PTA President or Designated Co-President	Comments: Can not enter approval
Juliette Arroyo	Parent	Comments: Cannot enter approval
Sharlene Edwards	Parent	Comments: tech problem

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

Our collaboration with our community based organization partners, CAMBA and Medgar Evers R.F., ensures that both the educational and developmental needs of each student will be served holistically. CAMBA and Medgar Evers R.F. were selected as partners because of their principles and practices of youth development. They have a great deal of experience working with young people both in and out school. Along with the educational staff of the school community, the CAMBA school-based staff, provide the Learning to Work services in addition to serving as the community partner. They work collaboratively with the Student Life Team and PTA to provide all the youth development services to the students at MDPHS. This partnership provides a strong cohort of social service advocates delivering services in crisis intervention, college and career counseling, health services to the youth and their families, attendance and academic enhancement services, and activities to support and elevate student voice and leadership skills.

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

Students work on projects and assignments with clearly defined competency expectations and content objectives. They also compile, present, and defend a portfolio containing their *best work* across each subject area. A wide range of teaching and learning strategies are used by teachers, including active learning, project based learning, and other inquiry-based approaches. As we move closer to a digital world, the school and its' community are using an increasing range of technological teaching tools and strategies.

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

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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 Diploma Plus High School								
District:		23	DBN #:		23K647	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K			0	0				TBD	TBD	
Kindergarten			0	0						
Grade 1			0	0	Student Stability - % of Enrollment:					
Grade 2			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3			0	0				88.53	TBD	
Grade 4			0	0						
Grade 5			0	0	Poverty Rate - % of Enrollment:					
Grade 6			0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7			0	0				60	81.2	
Grade 8			0	0						
Grade 9			60	19	Students in Temporary Housing - Total Number:					
Grade 10			64	80	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11			21	57				11	TBD	
Grade 12			15	35						
Ungraded			0	0	Recent Immigrants - Total Number:					
Total			160	191	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
								0	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes			0	0	Principal Suspensions			4	TBD	
# in Collaborative Team Teaching (CTT) Classes			24	21	Superintendent Suspensions			14	TBD	
Number all others			1	5						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants			0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants			0	0	
# in Transitional Bilingual Classes			0	0						

# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		2	3	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		0	0	Number of Teachers		11	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		3	TBD
				Number of Educational Paraprofessionals		0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		34	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		27.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		55	TBD
American Indian or Alaska Native		0	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	TBD
Black or African American		85	83.8				
Hispanic or Latino		14.4	14.7				
Asian or Native Hawaiian/Other Pacific Isl.		0	0.5				
White		0.6	0.5				
Multi-racial							
Male		43.1	39.8				
Female		56.9	60.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			
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				Ysh	Ysh		
Ethnicity							
American Indian or Alaska Native							
Black or African American				Ysh	Ysh		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				Ysh	Ysh		
Student groups making AYP in each subject				3	3		

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

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

□

State of the School

New York State School Report Card: Accountability and Overview Report

Progress Report

Our New York City Progress Report grade was a C.

Quality Review

During the 2009-10 Quality Review, it was noted that:

- School leaders, faculty, and partners work together well as a collaborative community with a coherent vision and goals to nurture student learning.
- School leaders and teachers collect, analyze, and discuss a wide variety of performance data and share strategies that guide their planning and practice.
- Seamless partnerships with community-based organizations provide academic and youth development supports to ensure student success.
- The school has made some highly effective organizational decisions aligned closely to school goals that motivate students to continue learning and progress.
- Teachers have developed curriculum maps and units of study aligned with State standards and Diploma Plus competencies that support coherence and rigor in learning.
- Multiple professional learning communities, inquiry teams and teacher-facilitated study groups support effective professional growth and distributed leadership.

Data Analysis and Triangulation: Major Findings

Upon conducting a thorough review of our accountability tools and school based data (i.e. New York State Report Card, Progress Report, Quality Review, School Survey, HSST Reports, ATS Reports, etc), the following was determined:

1. Upon review of the 2009-10 Transfer School Progress Report, MDPHS scored 9.6 out of 15 on the School Environment component, 18.8 out of 25 on the Student Performance component, and 25.8 out of 60 on the Student Progress component. The Progress Report was designed to measure value on the report. MDPHS has developed a plan of action to increase achievement for each individual student, thereby increasing our overall score on the Student Progress component of the report.
2. The 2010 New York City Quality Review report indicates that we need to:
Support all teachers in developing consistent use of a wider variety of data-driven and targeted differentiated instructional strategies, to ensure that they meet the needs of all groups of students.

- Refine the process whereby students establish their own learning goals to ensure alignment with recent formative assessment data to guide more focused instruction.
- Implement a variety of strategies to engage more parents and guardians as actively involved partners in the educational lives of their children.
- Focus professional development upon the assessment of student work using standards-based rubrics and critical feedback to inform next learning steps.

In conjunction with the data that we have gathered regarding student performance in 2009-2010, including credit accumulation, attendance, graduation rates, regents data for January/June 2010, inquiry team data, student and parent survey data, we have taken these recommendations into account as a basis for the determination of our annual goals. In summary we have determined four key areas to focus our attention.

These include:

- supporting teachers to use data more effectively to plan and deliver effective differentiated lessons.
- Increase the active support of the school community
- Increase the support for and capacity of students to be active in setting and regularly reviewing realistic and achievable academic and social goals
- Encourage the use of technology within classrooms to assist with providing engaging standards based curriculum.

We have strengthened the relationship between our CBO partners, including CAMBA and Medgar Evers, and school educational staff through collaborative inquiry work. We have reorganized parent teacher conferences so students lead the conference by discussing their successes and challenges.

□

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.

Annual Goal	Short Description
<input type="checkbox"/> In the 2010-2011 school year, we will improve the number of students in every classroom who are grouped flexibly. By June 2011, students will demonstrate progress towards achieving state standards in graduation requirements as measured by a 5% increase in average credit accumulation.	<input type="checkbox"/> and targeted differentiated instructional strategies
<input type="checkbox"/> In the 2009-2010 school year, the average change in student attendance was - 7.5%. By June 2011, the average change in student attendance will increase by 10%.	<input type="checkbox"/> Improve change in student attendance
<input type="checkbox"/> In the 2010-2011 school year, the number of students who will determine and reflect on skill specific goals will increase. By June 2011, students who have not yet scored a minimum of 65 will demonstrate progress towards achieving state standards as measured by a 5% increase in NYS regents passing rate.	<input type="checkbox"/> Student learning goals aligned with assessments
<input type="checkbox"/> In the 2010-2011 school year, teachers will design and deliver lessons aligned with NYS standards and incorporate a wide variety of technological tools to provide both an engaging and student centered technology rich classroom. <input type="checkbox"/> By June 2011, a targeted group of Plus Phase students (12th graders) will demonstrate progress towards achieving state standards in graduation requirements as measured by a 5% increase in the average rate of credit accumulation.	<input type="checkbox"/> Use of technology in design and delivery of instruction aligned with NYS standards.
<input type="checkbox"/> In the 2010-2011 school year, we will improve the use of standards-based rubrics and critical feedback on student work in all content areas. By June 2011, students will demonstrate progress towards achieving state standards in graduation requirements as measured by a 5% increase in the average rate of credit accumulation.	<input type="checkbox"/> Teachers using standards-based rubrics

	<p>support the principal by conducting workshops and working with individual teachers to plan and prepare formal and informal assessment tools and strategies</p> <p>The Principal will conduct supervisory teacher observations using the DP workshop model template and PTS as an anchor for feedback and evaluation</p> <p>Classroom Learning Walks will be conducted during each cycle to provide feedback to teachers regarding differentiation processes.</p> <p>Principal will set individual teacher goals for using data to inform instruction using PTS rubric.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p><input type="checkbox"/> Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Principal review of curriculum maps one week prior to the beginning of each cycle to ensure timely development and acceptable level of rigor established by SED and DP standards • Principal review of teachers' Power School record keeping each cycle will indicate frequency and thoroughness of each teacher's data collection processes • Review of PLC minutes and Inquiry Space entries each cycle to reflect use of data during inquiry activities • Principal will conduct formal observations (as per contract) and informal observation to support teacher use of data to inform instruction and to promote students' awareness of data reflecting their progress

Subject Area
 (where relevant) :

Improve average change in student
attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>☐ In the 2009-2010 school year, the average change in student attendance was -7.5%. By June 2011, the average change in student attendance will increase by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>☐ Create an attendance team (parent coordinator, advocate counselors, guidance counselor, district attendance teacher, pupil personnel secretary) that will implement attendance improvement plan. All members will use ATS to input data, identify trends, and plan interventions.</p> <p>Advocate counselors greet students at the door, identify absentees prior to 9:30, conduct daily outreach for absentees and latecomers.</p> <p>Administrators will review ATS reports on daily basis to monitor process and modify plans as needed.</p> <p>Weekly attendance team meeting includes review of RCUA, responses to outreach (telephone calls, letters, home visits, and parent conferences), and evaluation of school-wide retention efforts.</p> <p>Conduct home visits to retrieve absentees after unsuccessful outreach attempts.</p> <p>Implement Power Hour/Education Station to improve AIS attendance. Celebrate students' excellent attendance with incentives and awards. Establish attendance requirement for participation in selected activities, clubs, and internships. Create pre-vacation events to increase attendance on traditionally "light" days.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>☐ Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Attendance Improvement Plan. Attendance team meeting agenda. <ul style="list-style-type: none"> • Attendance awards
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Subject Area
(where relevant) :

Student Goal Setting

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>In the 2010-2011 school year, the number of students who will determine and reflect on skill specific goals will increase. By June 2011, students who have not yet scored a minimum of 65 will demonstrate progress towards achieving state standards as measured by a 5% increase in NYS regents passing rate.</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>	<input type="checkbox"/> <p>Camba Guidance staff will be assigned specific students as part of their case load Both Academic and Camba staff will participate in a goal setting process with individual students In conjunction with the benchmarking process, student goals will be regularly discussed by teacher, student and advocate counselor and reviewed if necessary Students will maintain, in conjunction with their advocate counselor, a digital Bridges transition portfolio to be used for future employment interviews and college entry Leadership Opportunities will be provided for students by utilization of Student Council and other student organizational activities. A specific staff member to be allocated the “student leadership” development role. A Scheduled Program of student Trips/Social/Career oriented gatherings be determined and implemented throughout the year, with a view to broadening student horizons and improving motivation. Implement a program of student-talks/ discussions in conjunction with visits by ex-student role models.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/>Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>Review student goals to ensure they are aligned with Diploma Plus competencies and NYS standards • Monitor weekly assessments to gauge progress towards meeting these goals • Continued analysis of student data to view improvement in student work (grades, etc.) on progress reports, benchmarks, Regents. • Power School Analysis of school and teacher reports.

Subject Area
(where relevant) :

Implementation of Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>In the 2010-2011 school year, teachers will design and deliver lessons aligned with NYS standards and incorporate a wide variety of technological tools to provide both an engaging and student centered technology rich classroom. <input type="checkbox"/>By June 2011, a targeted group of Plus Phase students (12th graders) will demonstrate progress towards achieving state standards in graduation requirements as measured by a 5% increase in the average rate of credit accumulation.</p>
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<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>□ Teachers who have not previously participated in DP training will participate in the Summer 2010 DP Institute</p> <p>Departmental teams for ELA, Math, Science, Social Studies, Physical and Health Education, and the Arts to use scheduled common planning time for curriculum development</p> <p>Professional Learning Communities to meet twice weekly for purposes of curriculum review and development and to maintain appropriate levels of rigor and alignment with NYS standards and DP competencies</p> <p>PLC members will engage in peer observations to provide collegial feedback regarding the delivery of curriculum and instruction</p> <p>Technology plan to be developed and implemented by a school team in conjunction with AUSSIE coaches and admin.</p> <p>AUSSIE coaches (Math-Sci, Technology) and CFN instructional specialists will support the principal by conducting workshops and working with individual teachers to map curriculum that utilizes technology when and where appropriate.</p> <p>Classroom teachers will emphasize the interactive use of Smart-boards and personal computers. Students will be encouraged and assisted to make use of technological equipment and web 2 resources when appropriate to assist the learning process.</p> <p>Humanities and Math/Science coaches will support curriculum development by designated content area teams</p> <p>Instructional support personnel, including coaches and CFN team members, will conduct workshops, support PLCs, and work individually with teachers to ensure the delivery of rigorous instruction that is aligned with approved curriculum maps</p> <p>Curriculum maps to be supplied by teachers one week prior to the beginning of each school planning cycle</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>□ Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources □</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Informal/formal observations • Professional goal setting aligned PTS • Monitor PLC minutes and coaching logs • Review feedback from PD • Analyze student attendance and academic progress in blended learning classes
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Subject Area
(where relevant) :

Use of Standard Based Rubrics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> In the 2010-2011 school year, we will improve the use of standards-based rubrics and critical feedback on student work in all content areas. By June 2011, students will demonstrate progress towards achieving state standards in graduation requirements as measured by a 5% increase in the average rate of credit accumulation.
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>	<input type="checkbox"/> <p>Teachers will participate in professional development in small groups to understand how clear and concise feedback will promote student achievement.</p> <p>Teachers, during Professional Learning Communities and Common Planning Time, will look at student work in their content area and use assessments to drill down to the skills students need to improve upon.</p> <p>Teachers will elaborate and improve the quality of their feedback to students to include next steps for revision and improving overall quality.</p> <p>Teachers will practice creating feedback (Descriptive and Evaluative) connected to NY State standards and Diploma Plus Competencies in order to provide students the opportunity to make adjustments and achieve mastery.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/>Resources: Tax Levy, Title I, Title I ARRA, C4E, Bill and Melinda Gates Foundation Funding – for staffing and professional development resources <input type="checkbox"/></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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Anayze teacher feedback about targeted PD • Analyze student outcomes related to critical feedback given by teachers • Review PLC minutes/agendas related to looking at student work • Monitor bulletin boards in hallways and classrooms for process boards to ensure that students have exemplars posted to address their diverse learning styles

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	56	56	56	56	56	56	56	56
10	58	58	58	58	58	58	58	58
11	74	74	74	74	74	74	74	74
12	29	29	29	29	29	29	29	29

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Students participate in small group instruction during the school day. ELA teachers use technology and theater as a catalyst for improving reading comprehension and writing.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students participate in small group instruction during the school day. Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As Regents approach, Math teachers focus on Regents type skill questions and strategies to decrease test anxiety.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students attend small group instruction during the school day with their Science teachers. The Science teachers facilitate in-class labs and use a technology based virtual lab cart, so that students can conduct experiments literally and virtually. Students are using skills in literacy and observation.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Students participate in small group instruction during the school day. The Social Studies teachers use current events to connect history with the present. They also use the Smartboard© and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Students participate in small group counseling during the school day. The guidance counselor provides services aligned with student needs. Some of the topics addressed by the guidance counselor include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.).</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Students meet with the Social Worker (provided by our CBO Camba – non DOE staff member) to discuss issues that affect their performance in school.</p>

At-risk Health-related Services:

Students meet with a representative from the Brooklyn Health Initiative once a week to inquire about contraception and sexually transmitted diseases. The representative meets with students in small groups and/or individually.

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

NCLB/SED requirement for all schools

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

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:

LEP 8

Non-LEP N/A

Number of Teachers 6

Other Staff (Specify) N/A

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.

N/A

Professional Development Program

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

N/A

Section III. Title III Budget

—

School: 23K647

BEDS Code: 332300011647

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

We presently have 8 ELLs. Their parents have not required translation services in response to questioning during intake. All required notifications have been provided to parents. During Parent-Teacher conferences and workshops, a bi-lingual (Spanish and Haitian Creole) staff member is present.

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

Our ELL population includes only 8 students. Their parents/guardians were interviewed upon intake, and did not indicate a need for translation or interpretation services. This information has been shared with the SLT and PTA during meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

N/A

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

N/A

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	152,909	18,156	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1529.09		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7645.45	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15290.90	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

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

The policy encompasses all parents including parents of English Language Learners and special needs students.

Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.

These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.

Provide a school informational meeting on all funding programs in the school.

Provide written translations.

Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

MDPHS will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Providing school planners for daily written communication between school/teacher and the home.*

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

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

□

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

The School Agrees

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

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

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

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

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

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

The Parent/Guardian Agrees

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

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

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

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

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

To share the responsibility for improved student achievement.

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

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

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.

We evaluate our Quality Review, NYCDOE School Survey, attendance patterns, credit accumulation, NY State Regents results, student transcripts, collaborative inquiry team information, and new data for entering students. Teachers are familiar with ARIS and use the system to learn students past test scores, attendance, credits and grades. This is essential to moving students forward and raising their performance to

meet the necessary academic achievement standards. What is most important is to continually revisit the needs assessment sources. There are times where the needs of the school will change and adjustments are made based on the needs of our current population. Additional consideration is also made to include: notes from learning walks conducted by teachers and low-inference transcripts of select students. This allows for a more formative look in order to identify instructional strengths and challenges. Combining a balanced look at formative and summative assessments for our school is a comprehensive approach that we strive for in order to increase student achievement.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students participate in a learning style inventory in order to determine what learning style works best for them. The inventory is conducted by our classroom teachers with support from our Class Link consultant. This organization uses research based practices to train teachers to better understand how students learn and differ in their learning. Their work includes developing strategies and practices that have been proven successful in aiding students who struggle with learning. Based on the inventories, the learning styles for all students are posted in all classrooms. Teachers are given examples of teaching strategies that included each type of learning style. This provides teachers with additional resources to support students to achieve mastery in each content area. Teachers are also able to discuss learning styles and individual students during Common Planning Time and Professional Learning Communities. Once teachers are trained and can understand how each student learns, they can implement learning strategies and practices that will in turn improve student success. These reform strategies are introduced and monitored during opportunities built into the daily and weekly schedule.

We plan to continue to introduce new strategies over the course of the upcoming school year using the CEP as a guide. We plan to implement school wide reforms that provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Our school offers summer school and after school, currently both for credit recovery. Transfer school students have a history of failing classes, and in turn, not accumulating credits at a successful rate. Summer school and after school provide students with the opportunity to make up their work and catch up with their peers. This is also essential to increase their self-esteem. We have also incorporated blended instruction, which incorporates on-line learning with direct instruction. Students are able to access their on-learning assignments outside of school as well. Studying afterschool, on weekends, over the summer and other school holidays is crucial to closing the achievement gap. The accessibility provided by on-line instruction enables students to stay on track even when school is not in session.

o Help provide an enriched and accelerated curriculum.

Our school year follows a trimester schedule and class periods of 54 minutes. This structure allows students to earn 6 credits each trimester, not including afterschool. Accelerated credit accumulation is common at most transfer schools as

students are over-age and under-credited. The curriculum followed in each subject is thematically based in order to assist students catching up on missing content. Thematically based curriculum emphasizes coherence by targeting themes and patterns that are less fragmented than chronological curriculum. Teachers can also model for students how to explicitly connect key concepts and patterns that will be retained. Studies show that it is more valuable for a student to study several topics in depth as compared to covering more material. An enriched and accelerated curriculum is also aligned with NY State standards and Regents exams.

- o Meet the educational needs of historically underserved populations.

- In order to meet the needs of historically underserved populations, our school partners with Community Based Organizations, CAMBA and Medgar Evers R.F., and an intermediary, Diploma Plus. Our C.B.O.s provide additional staffing patterns that provide students with more consideration and less opportunity for their needs (academic and social) to go unnoticed. Oftentimes, the academic and social needs are inter-related. Our intermediary, Diploma Plus, provides a model for young people who have not had success in their traditional high school. The Diploma Plus model highlights four essential elements for student success: Performance Based System, Supportive School Culture, Future Focus, and Effective Supports. Diploma Plus also provides additional financial support that allows our school to offer more resources to meet the educational needs of our students. For instance, curriculum and coaching, supplies and resources, college tours and paid internships can be supplemented with these additional funds. Maintaining and monitoring these partnerships for quality and accountability will support our efforts in ensuring that our school continues to meet the needs of historically underserved populations

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

- Our school partners with Community Based Organizations (CAMBA and Medgar Evers R.F.) in order to provide additional supports for students, particularly those at risk. Camba's staff consists of five advocate counselors, a social worker, and an internship liaison. Each advocate counselor focuses their attention on a specific group of students. These students are observed by their advocate counselor and relationship of trust is built so that students can genuinely be assisted. The social worker meets with students who are identified as having greater / deeper needs that may need a more consistent level of counseling and/or an outside referral. Our school has also developed a relationship with the School of Cooperative Technical Education (Co-Op Tech) in Manhattan. We realize that a percentage of students prefer to work hands-on and develop and skill/trade for future employment after completing high school. Students in this program are able to attend high school classes in the morning and Co-Op Tech classes in the afternoon, which culminates in earning a NY State Certificate. Through our collaboration with our intermediary Diploma Plus, a portion of our Advisory curriculum emphasizes one of the four DP Essentials, Future Focus. Students at every academic and credit level are exposed to opportunities to prepare for their post-secondary plans. Students also have the opportunity to participate in "College Now," where they take a college class with CUNY and receive college credit while still in high school. College and career exploration at school and on trips provides students with the awareness, exposure, and preparation for their futures. In addition, our C.B.O. is able to provide students with paid internships at various locations, which provide students with work-related experiences in a field that is of interest to the individual student.

o Are consistent with and are designed to implement State and local improvement, if any.

- The Diploma Plus model increases engagement, and in turn, can help improve attendance as well. AIDP will help improve attendance, which is directly connected with the success our students will achieve in their futures.

3. Instruction by highly qualified staff.

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

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

- All staff attend professional development workshops unique to their role. Teachers attend professional development facilitated by Diploma Plus, Aussie consultants, and CFN 308. Workshop topics focus on their content and in general pedagogy. Weekly coaching visits from Diploma Plus and Aussie (Technology and Math/Science) provide teachers with small group and individual coaching sessions to support curriculum and lesson planning and instruction. In addition, whole school professional development takes place once a week for one hour. Teachers also meet during common planning time and professional learning communities to conduct inquiry studies and collaborate on unit and lesson planning. Furthermore, teachers use data to inform instruction at these sessions by looking at student work.

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

- Supportive leadership, prospects for teacher collaboration built in to the school program, and viable opportunities to contribute to the whole school community. We also highlight the importance of teachers to be part of the shared-leadership and decision making over the course of the year. Teachers know that their voices are heard and regular consultation is necessary as we plan to foster their sense of empowerment and increase their potential to be effective leaders at the school.

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

- During our inaugural school year, 2008-2009, our parental response on the NYC Learning Environment Survey was 9%. For the current school year, 2009-2010, our parental responses increased to 29%. We continue to reach out to parents through phone calls and surveys conducted by our parent coordinator. Recently, our parent coordinator, with the assistance of our intermediary, Diploma Plus, has created a web-site that we plan to use to communicate and share information with parents. In the past, we have provided parents with opportunities to attend workshops in: applying for college, understanding the financial aid process, recognizing gang related behavior/activity, and personal financial planning. Parents are also invited to attend special events at school and off-campus, college tours, and portfolio presentations. Other initiatives we are planning include: GED preparation and Basic/Beginning Computer Skills.

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 included in the decision-making process at various school levels in order to make meaningful the work and outcomes of improving student achievement and impacting the instructional program. Our teachers participate in Professional Learning Communities to share and receive feedback from their peers on planning units of study, creating benchmarks, writing lesson plans, evaluating ongoing assessments, and discussing strategies to use data to inform instruction. Professional development also takes place as a whole school and in small groups. Teachers are trained and assisted by coaches to diagnose and address students' educational challenges and ensure that they are attended to in a timely manner. In addition, with the aid of our Community Based Organization (CBO), teachers are supported in meeting with parents to discuss individual students who are experiencing difficulty and what additional educational support may be needed.

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.

Our school is structured on a trimester calendar over the course of an academic (not including summer or afterschool programs). The trimester schedule provides a consistent structure by which students take Benchmark Assessments in all classes every 3 weeks. During the course of one trimester or 12 weeks, students will receive 4 progress reports. These progress reports allow for teachers, advocate counselors, and other support staff to monitor student progress. Moreover, during each 3 week unit of study, teachers conduct formative assessments and complete goal setting documents with students at the end of each week. Having the students set weekly goals and receive progress reports every 3 weeks enables teachers and advocate counselors to intervene with a student before a substantial amount of time passes. Teachers and advocate counselors can also use progress reports to meet with parents to discuss: attendance, class work, home work, behavior, etc. As a transfer school, most of our students have had issues with maintaining regular attendance, and communication with parents was faint.

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.

meet the State's proficient and advanced levels of student academic achievement.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			127680	True	
Title I, Part A (ARRA)	Federal	Yes			150480	True	
IDEA	Federal	Yes			23036	True	
Tax Levy	Local	Yes			1373294	True	

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.

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.

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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

Part A:

Part A - For Title I Schools

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

3

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

We utilize the resources of our CBOs, CAMBA and Medgar Evers R.F., to support our STH students. Both CBOs can mobilize community resources to support our STH students and their families by connecting them to health and medical services, social work services, job training and placement services, and housing referrals and placement. Additionally, CAMBA and Medgar Evers R.F. provide confidential counseling to STH students.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_23K647_110110-141224.doc

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 3	District 23	School Number 647	School Name Metropolitan DP HS
Principal Meri Yallowitz		Assistant Principal Judith Caputo	
Coach Nicole Panellino		Coach type here	
Teacher/Subject Area Yael Seligman/ESL		Guidance Counselor Cheryle Pierre	
Teacher/Subject Area Meredith Towne/ELA		Parent	
Teacher/Subject Area		Parent Coordinator Patricia Clark	
Related Service Provider Bette Jane Baldino		Other type here	
Network Leader Kathy Pelles		Other type here	

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

C. School Demographics

Total Number of Students in School	217	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	3.69%
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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.

Paste response to questions 1-6 here MDP LAP Part II: ELL ID

Because we are a transfer high school, we have developed a unique intake process suited to our needs.

Our part-time certified ESL specialist is part of our admissions team, and upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary, or community worker, she meets with prospective students and their families to explain ESL services available in our school, to conduct an informal language assessment and interview, and to help the family to decide if MDP would be an appropriate placement.

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

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

We do not offer a bilingual program

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

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

We offer admissions on a rolling basis throughout the year. Our ESL specialist runs ATS reports every two weeks to help determine if recently admitted students are ELLs and eligible to receive ESL services based on their proficiency level, and test accommodations, or are former ELLs entitled to continuing test accommodations.

Our ELL students are evaluated annually using the NYSESLAT assessment in the spring.

Our ESL specialist is responsible for all tasks related to NYSESLAT administration, including ordering, scheduling, administering, writing scoring, and packaging of the assessments.

2. When parents of prospective students come to MDP, it is clearly explained to them, by the entire intake team, that we are not an appropriate school for students at a beginning level of English proficiency. We are a small transfer high school; Students must be able to function in an English immersion academic environment, with at least an intermediate level of demonstrated English proficiency.

We occasionally receive requests from guidance counselors at other high schools looking for placement options for ELL students who are not succeeding in a regular high school setting. We explain to them the eligibility requirements for transfer high schools.

Usually these are not beginning level ELLs, and we have been able to offer them admission to our school.

We do not offer a bilingual program, nor a dual language program.

ESL services are provided by a parttime ESL teacher.

3. At the beginning of the school year, our ESL specialist prepares letters, in English and in the home languages, informing parents that their child continues to be eligible to receive ESL services, based on their proficiency level on their most recent NYSESLAT. We do not distribute Parent Survey and Program Selection forms because we are a transfer high school.

4. We only offer limited ESL services: one parttime ESL teacher, and two CTT teachers who work with students in their content area classrooms. This is clearly explained to parents during the initial intake interview.

5/6: The neighborhood where our school is located is not an immigrant destination neighborhood. Our ELL students are a small percentage of our student body. This is our third year of existence. If our demographics change in the future, and larger numbers of ELLs enroll in our school, or if many lower level English proficiency students enroll, we will consider adjusting our ESL program. For now, we only offer a combination push-in/pull-out part-time program.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

- | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> K | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | |
| <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11 | <input type="radio"/> 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										1	2	3	2	8
Total	0	0	0	0	0	0	0	0	0	1	2	3	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4
Special Education	2		

SIFE	5	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	3
------	---	----------------------------------	---	-------------------------------	---

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	4	0	1	1	0	3	0	2	8
Total	4	4	0	1	1	0	3	0	2	8

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										1	1		1	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	2	2	5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	1	2	2	3	8								

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	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	
	EL L	EP																		
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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										1	1		1	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1	2	2	5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

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
TOTAL	0	1	2	2	3	8								

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 MDP LAP Part IV A 2010-2011

1. ESL instruction is delivered using a flexible combination push-in, pull-out model. All our students are very focused on passing their classes and on preparing for the Regents exams; this school is their second, or last, chance to graduate from high school. 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 occasionally pull out times.

She has made herself available to meet with students at other times, and helps them as well on an as-needed basis with other assignments, such as class projects and college essays.

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 students scoring at an intermediate level are meant to receive 360 minutes.

This has been an ongoing scheduling challenge for us, having only a parttime ESL teacher in the building, and who is shared with two other schools. We try to create schedules that meet the mandated minutes. Unlike regular high schools, which have two academic terms each year, we operate on a trimester basis, offering students accelerated credit recovery. All schedules completely change twice during the school year.

3. All instruction in our school is in English. Most students in our transfer high school have academic skills well below grade level, as shown on Acuity Predictive assessments and 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. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our CFN academic support coaches, and our Aussie Consultants. Individual teachers are helped with lesson planning, goal setting, and differentiating. We have two CTT teachers who provide Academic Intervention Services in the classrooms.

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.. MDP LAP IV B, 2010-11, Programming and Scheduling info, cont'd

5. We have a small population of ELLs, whose skill levels are not different from many of our transfer 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.

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

- Utilizing electronic resources
- Technology and/or internet resources (Smart Boards, power point presentations)
- Integrated instructional units across disciplines
- Collaborative team-teaching with SETSS and other support staff
- Cooperative learning
- Scaffolding
- Culturally relevant connections and experiences
- Workshop model: SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk
- Learning competencies
- Project-based learning

Our extensive use of technology, including Internet-connected computers and Smartboards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a Literacy/Differentiation Coach, AUSSIE consultants, and from our CFN cluster, on-site and off-site.

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

6. Students who demonstrate English proficiency on the NYSESLAT exam will be monitored for two additional years. During this time, they are entitled to continue receiving testing accommodations. For our transfer high school, with its expressed purpose of supporting older teenagers to graduate from high school, this mandate allows former ELLs to receive extended time when taking their Regents exams.

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. If necessary, we would consider hiring a full time ESL specialist and creating a self-contained ESL class.

9. Our ELL students have equal access to all school programs and services. We have no bilingual classes and no self contained ESL classes; our ELLs are all in regular classes.

Our ELL students are given the options to participate in all MDP extracurricular activities. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: technology in the classroom, media 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, resource room, and AIS.

10. [see # 5 above]

11. N/A: We do not offer a bilingual nor a dual language program; all instruction is in English.

12. MDP is a transfer 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. MDP students have been offered French 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 transfer high school are reading well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our academic support coaches, and our CFN instructional specialists. 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.

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

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

Both CAMBA, our partner Medgar Evers R.F., and our CFN offer workshops and services 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)														0
Intermediate(I)										1	1	3	2	7
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	1	2	3	2	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		2	1
	P											2		
READING/ WRITING	B													
	I										1	1	3	2
	A											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	5		0	
Math <u>Algebra</u>	6		4	
Math <u>Geometry</u>	2			
Biology				
Chemistry				
Earth Science				
Living Environment	4		4	
Physics				
Global History and Geography	5		0	
US History and Government	4		2	
Foreign Language	3		3	
Other <u>Math A</u>	1		0	
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)								
Chinese Reading Test								

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. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, writing skills, and Regents test preparation.

4. We have not used the ESL Periodic Assessments. The results on the Acuity Predictive Assessments are consistent with the NYSESLAT results; ie, our ELL students show literacy (and often math) skills below grade level, and need support in reading comprehension and writing skills.

A closer look at our ELLs' results taking the Regents exams reveals interesting data.

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

A closer look at our ELLs' Regents results shows an interesting pattern.

Two of our newcomers have passed the US History, four have passed Living Environment, and four have passed algebra.

Yet none have achieved passing scores on the Global and English Regents.

How is the Global Regents different from the US History Regents?

Both tests require skills to answer multiple choice questions, understand DBQs, write short answers for DBQs, and write coherent essays, both DBQ based and answering general Global questions.

These newcomer students learned enough US history from attending school in this country for just two years. They were able to navigate the skills required on that regents successfully.

The Global regents is different in two key areas.

1, it draws heavily on prior knowledge of world geography, history, and politics. For immigrant students coming to the USA in high school, there are often gaps in their learning in these areas.

2, the vocabulary required is broader based, from the fields of geography, history, religion, anthropology, science, technology, economics, and politics.

This year we are focusing our academic interventions and ELL support on vocabulary development, and on strengthening students' essay writing skills.

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.

Paste additional information here

Students in transfer high schools are here for two reasons: their lack of success in their previous high school, and their desire to obtain a high school diploma. Transfer high 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.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Metropolitan Diploma Plus High School					
District:	23	DBN:	23K647	School		332300011647

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				NR
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	60	19	56				
Grade 10	64	80	58				
Grade 11	21	57	77				
Grade 12	15	35	29				
Ungraded	0	0	0				
Total	160	191	220				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		88.5	75.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		81.2	72.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		11	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		0	0

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	0	0	0	Principal Suspensions		4	2
# in Collaborative Team Teaching (CTT) Classes	24	21	26	Superintendent Suspensions		14	5
Number all others	1	5	2				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	2	3	TBD	Number of Teachers		11	17
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals		3	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	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
		34	120	% fully licensed & permanently assigned to this school		100.0	87.5
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		27.3	52.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native	0.0	0.5	0.5	% core classes taught by "highly qualified" teachers		100.0	93.6
Black or African American	85.0	83.8	80.9				
Hispanic or Latino	14.4	14.7	18.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.5	0.5				
White	0.6	0.5	0.0				
Male	43.1	39.8	41.4				
Female	56.9	60.2	58.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				vsh	vsh		
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	vsh	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander						
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				vsh	vsh	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	54.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	18.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	25.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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