



**MANHATTAN COMPREHENSIVE NIGHT AND DAY
HIGH SCHOOL**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M575
ADDRESS: 240 2ND AVE, NEW YORK, NY 10003
TELEPHONE: 212-353-2010
FAX: 212-353-1673

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....6

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....12

SECTION VI: ACTION PLAN.....13

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....19

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....20

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....24

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....26

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....28

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....38**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....39

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....40

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....41

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M575 **SCHOOL NAME:** Manhattan Comprehensive Night and Day High School

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Magaly Lucas

PRINCIPAL: Michael Toise

UFT CHAPTER LEADER: Raquel Hernandez

PARENTS' ASSOCIATION PRESIDENT: Celandia Espinal

STUDENT REPRESENTATIVE:
(Required for high schools) TBD

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** Children First Network 106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/rdonlyres/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
Michael Toise	*Principal or Designee	
Raquel Hernandez	*UFT Chapter Chairperson or Designee	
Celandia Espinal	*PA/PTA President or Designated Co-President	
Emily Flores	DC 37 Representative, if applicable	
	Student Representative	
	Student Representative	
Margaret Aylward	CBO Representative, if applicable	
Brad Arter	Member/Teacher	
Magaly Lucas	Member/Teacher	
Louis Small	Member/Teacher	
Sara Yard	Member/PTA Vice President	
Katherine Diaz Hirschfeld	Member/PTA Secretary	
Annette Kirnon	Member/PTA Treasurer	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

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

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

from using grade level designations and, instead, focus on the number of credits and Regents exams pass that students accumulate. For example, a student normally would say, “I have 36 credits and have passed my Regents in ELA, math, and science,” instead of identifying herself as a 12th grader.

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Manhattan Comprehensive Night and Day High School								
District:	2	DBN:	02M575	School BEDS Code:	310200011575				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment					Attendance - % of days students attended :				
<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	0				TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment :					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		72.0	67.9	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment :					
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	0	0	0		74.1	91.4	92.0		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		14	28	TBD		
Grade 9	0	1	1	Recent Immigrants - Total Number :					
Grade 10	482	399	379	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	237	158	295		137	92	223		
Grade 12	138	214	187	Special Education Enrollment:					
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	857	772	862						
				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	4	5	10	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	2	6	16	Superintendent Suspensions	0	0	TBD		
Number all others	0	0	0	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
<i>(BESIS Survey)</i>				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	39	41	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	550	304	589						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	3	Number of Administrators and Other Professionals	13	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	617	557	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	82.1	80.5	TBD
				% more than 5 years teaching anywhere	74.4	70.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	92.0	88.0	TBD
American Indian or Alaska Native	0.1	0.3	0.3		89.4	92.1	TBD
Black or African American	35.2	35.1	33.5				
Hispanic or Latino	28.9	23.8	27.4				
Asian or Native Hawaiian/Other Pacific Isl.	27.4	33.7	33.2				
White	8.3	6.7	4.8				
Male	51.0	54.3	57.8				
Female	49.0	45.7	42.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: ✓			
Math:				Math: ✓			
Science:				Graduation Rate: ✓			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				✓	✓	✓	57
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				-	-	-	
Multiracial						-	
Students with Disabilities				-	-	-	
Limited English Proficient				✓	✓		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				6	6	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation: NR			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>				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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

The strength of our visionary leadership in serving older-age/under-credited students has allowed our school to attract significant outside resources to provide extensive support services to all of our students and restructure the school day to serve older students around the clock staying open until 11:00 pm. Our wrap-around support services are provided by Comprehensive Development, Inc., a community based organization, which has grown with our school. We have worked hard over the past years to develop a data-driven organization which uses multiple data lenses to make instructional decisions at the school-wide, subgroup and individual student level. We have partnered with outside organizations, such as Rockefeller University or Cornell-Weill Medical Center, to provide internships and broaden the educational experience of students.

Our long history has given us a depth of experience in working with transfer students. A measure of this depth has been captured in our evaluation in our current 2009-10 School Quality Review. The school has been described as "Proficient". Our reviewer, while recognizing the significant strengths of our organization, did point out some areas to guide our further development. In the upcoming school year we need to develop methods of data analysis to be used at the classroom level to directly impact instruction and differentiate lessons.

In evaluating our performance on the New York State School Report Card it must be noted that NCLB accountability places our school at a unique disadvantage since it is based on a 4-year cohort. Our school, lacking a 9th grade has significantly less than four years to graduate students. In spite of this unique challenge we have consistently striven to meet the NCLB accountability goals. Our School Report Card underscores our record of achievement. This year our school was removed from the SINI list. We are now in a school in "Good Standing." We met our performance index for Regents exams passing subgroups in both English and math, a fact, given the circumstances, we take great pride in. In addition, we met the state standard for graduation rate though meeting this goal consistently across all

subgroups has been a challenge for us given that as a transfer school we start out with all of our students being over-age and under-credited.

Our Progress Report lends supporting evidence to this record of achievement and also underscores the areas in which we need to improve. Our lowest grade was in the Student Performance which measures the graduation rate of students. Our 6-year graduation rate was slightly below the mean in our cohort of transfer students. Our weighted graduation rate placed us, however, in the top third. This section highlights two areas of growth. The first area highlighted is 149 students entering with 0-11 credits who have graduation rate of 32% falling in the middle of our cohort at 50.2%. This graduation rate certainly leaves room for improvement. The second area is the 233 students entering with more than 22 credits who are graduating at a rate of 54%. However, this places us only in the bottom quartile of our cohort. Here as well there is certainly room for growth.

Our school scored very well under Student Progress. We did very in most categories within this section. We did, however score rather weakly in credit accumulation for students starting the year with between 33 and 38 credits.

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

1. In order to increase the percentage of Regents passing scores in Integrated Algebra by 2%(20% of the difference between our current passing rate and the state standard of 90%) we will expand our DY0 battery of periodic assessments to include Integrated Algebra. This will allow us to more efficiently utilize formative assessments to differentiate classroom instruction and periodically inform students regarding the achievement of their learning objectives to bring about improved performance on Regents exams. - 3.3.B

2. In order to more effectively engage students in reciprocal and ongoing discussions concerning their path to graduation and post-secondary planning we will put in place a systematic school wide program to track student progress towards graduation that will supplement information available on ARIS. This program will bring teachers, guidance counselors and CBO staff into ongoing discussions with students about their path to graduation and post-secondary planning and utilize a computerized tracking system to measure outcomes. A Unique Educational Plan (UEP) and post-secondary advising will be received by 90% of all seniors will by June. - 2.4.A

3. In response to the demonstrated need of students for increased support to help insure a smooth articulation into college and in line with the efforts of the common core standards we will expand our external partnership with the College Now program. We will increase by 50% the number of students enrolled in College Now and double our course offerings for 2010-11. - 4.4.C

4. In order to support teams of teachers in analyzing classroom level data to identify trends and adjust instructional decisions we will continue to develop our collaborative inquiry teams to meaningfully involve 95% of all teachers by creating small, interdisciplinary teams with a high incidence of shared students by June 2010. We will also continue to support the structures and staff development necessary for their further development. -2.2.B

5. In order to align curricula to the Common Core State Standards and make purposeful decisions about curricula which emphasize rigorous academic habits and higher order thinking skills we will begin the process of integrating the Common Core State Standards for literacy in the English language arts, social studies and science into our curricula. - 1.1.B_

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):	Math
--------------------------------	------

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. In order to increase the percentage of Regents passing scores in Integrated Algebra by 2%(20% of the difference between our current passing rate and the state standard of 90%) we will expand our DY0 battery of periodic assessments to include Integrated Algebra. This will allow us to more efficiently utilize formative assessments to differentiate classroom instruction and periodically inform students regarding the achievement of their learning objectives to bring about improved performance on Regents exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>June</u> - The AP for Math, Math Department Coordinator in collaboration with the Math Department will submit an application for DY0 periodic assessment for Integrated Algebra.</p> <p><u>July and August</u> - The AP for Math, Math Department Coordinator in collaboration with members of Math Department will create a series of periodic assessments for Integrated Algebra.</p> <p><u>September</u> - DY0 periodic assessments will be reviewed and approved by the Math Department.</p> <p><u>October</u> - Math teachers will be given training on administering the exam and analyzing sample student and class reports.</p> <p><u>November</u> - Administration of the first DY0 exam. Exam results and reports will be distributed to both students and teachers. Teachers will work together to collaboratively develop interventions for students performing below standard on a learning objective.</p> <p><u>December</u> - Teachers will continue to work together collaboratively to develop interventions for students performing below standard on a learning objective.</p> <p><u>January</u> - Administration of the second DY0 exam. Exam results and reports will be distributed to both students and teachers. Teachers will work together to collaboratively develop interventions for students performing below standard on a learning objective. Student performance on the January Regents exams will be analyzed.</p>

	<p><u>February - June</u> - The procedures outlined for September to January will be repeated.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Tax Levy Funds - Per Session to support DYO development and staff development as needed <p><u>Staffing and Training</u></p> <ul style="list-style-type: none"> • Staff Development time will be set aside during monthly departmental meetings and staff development days (Election Day and Brooklyn/Queens Day).
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • June - DYO Application submission deadline • September - Completion of first round of assessments • November - Evaluation of Cycle 1 assessments • January - Evaluation of Cycle 2 assessments and Regents exams (5% gain in Regents passing rates) • April, June - Evaluation of Cycle 3 and 4 assessments and June Regents exams (5% gain in Regents passing rates)

Subject/Area (where relevant):	Guidance
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. In order to more effectively engage students in reciprocal and ongoing discussions concerning their path to graduation and post-secondary planning we will put in place a systematic schoolwide program to track a students progress towards graduation. This program will bring teachers, guidance counselors and CBO staff into ongoing discussions with students about their path to graduation and utilize a computerized tracking system to measure outcomes. A Unique Educational Plan (UEP) will be developed for 90% of all students and 90% of all seniors will receive post-secondary advising by June. - 2.4.</p>

<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>July and August</u> - The Principal working with the AP Guidance will develop a computerized tracking system to monitor completion of UEPs and post-secondary advising for individual students by September. College Committee will meet to develop guidelines for the scope and sequence of College Office, teacher and guidance counselor college curriculum.</p> <p><u>September</u> - The AP Guidance working with guidance counselors and grade advisors will develop a worksheet for conferencing with students and recording learning objectives and graduation requirements. Counselors will begin case conferencing with each student to develop a UEP and/or post-secondary plans which will be ILOG'ed.</p> <p><u>October</u> - Teachers will implement college planning curriculum during the week of the college fair. CBO staff will hold college fair and college office will continue college advising.</p> <p><u>November</u> - June - Ongoing conferences and curriculum development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Tax Levy Funds - Per Session to support college curriculum development <p><u>Staffing and Training</u></p> <ul style="list-style-type: none"> • Staff Development time will be set aside during weekly guidance departmental meetings and monthly faculty meetings for staff development. Staff development days (Election Day, Brooklyn/Queens) will also be utilized if needed.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Program Evaluation will be conducted every 5 weeks at the conclusion of each interim and final marking period completing and additional 15% of seniors on caseload every 5 weeks.</p>

Subject/Area (where relevant):	English and Math
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. In response to the demonstrated need of students for increased support to help insure a smooth articulation into college we will expand our external partnership with the College Now program. We will increase by 100% the number of students enrolled in College Now and double our course offerings. - 4.4.C</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>June, July, August</u> - Principal and Assistant Principal of Math and English complete and finalize relationships with partners Baruch and LaGuardia Colleges our partners in the College Now program. Ongoing recruitment for students interested in the College Now program.</p> <p><u>September</u> - Assistant Principals working with Guidance Counselors and teachers will finalize recruitment for College Now classes</p> <p><u>October - June</u> - Provide ongoing tutoring and support from teachers and CBO staff for students participating in College Now classes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Tax Levy Funds <p><u>Staffing and Training</u></p> <ul style="list-style-type: none"> • Staff Development time will be set aside during weekly guidance departmental meetings and monthly faculty meetings for staff development. Staff development days (Election Day, Brooklyn/Queens) will also be utilized if needed.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>June - Successful acceptance of College Now program application for 3 classes for the 2010-11 academic year July, August, September - Enrollment of at least 60 students for the College Now program November, January, April, June - Assistant Principals, Guidance Counselors, and tutors will monitor student progress in College Now courses.</p>

Subject/Area (where relevant):	Across the Curriculum
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. In order to support teams of teachers in their efforts at analyzing classroom level data to identify trends and adjust instructional decisions we will continue to develop our collaborative inquiry process to meaningfully involve 95% of all teachers by creating small, interdisciplinary teams with a high incidence of shared students. Teachers will demonstrate their inquiry team involvement through the development of lesson plans which highlight their collaborative work. We will also continue to support the structures and staff development necessary for their further development. -2.2.B</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>August</u> - The Principal and Programmer will identify teacher teams for collaborative inquiry work based on a high incidence of shared students. The Principal and Assistant Principals will establish a schedule of inquiry team meetings and staff development to support the inquiry team process.</p> <p><u>September through June</u> - Inquiry teams will begin meeting on a bi-weekly basis with the support of the Principal and Assistant Principals.</p> <p><u>November</u> - Staff development to support inquiry team practice <u>December – January</u> - Ongoing bi-weekly inquiry team meetings.</p> <p><u>February</u> - Inquiry teams will present their fall semester projects</p> <p><u>March</u> – May – Ongoing bi-weekly inquiry team meetings.</p> <p><u>June</u> - Inquiry teams will present their spring semester projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Tax Levy Fair Student Funding HS - Per Session to support staff development as needed • Tax Levy Children First Inquiry Teams Funding– Per Session to support inquiry team projects. • Tax Levy Data Specialist Funding – Per Session to support student data collection for inquiry work • Title I SWP Funds – 10% of the funding to support Professional Development <p><u>Staffing and Training</u></p> <ul style="list-style-type: none"> • Teachers will be programmed to allow for common meeting time • Staff developers to support the inquiry team process will be contracted

<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monthly evaluation of teacher participation in bi-weekly inquiry team meetings • Demonstration of collaboratively developed lesson plans in classroom observations • Demonstration of collaboratively developed inquiry projects at end-of-semester presentations.
---	--

<p>Subject/Area (where relevant):</p>	<p>English, ESL, Social Studies and Science</p>
--	--

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. In order to align curricula to the Common Core State Standards and make purposeful decisions about curricula which emphasize rigorous academic habits and higher order thinking skills we will begin the process of integrating the Common Core State Standards for literacy in the English language arts, social studies and science into our curricula. - 1.1.B</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>August</u> – Principal and Assistant Principals will review the Common Core State Standards and prepare a professional development activities</p> <p><u>September</u> – Professional development for all teachers around the Common Core State Standards on September 7</p> <p><u>November</u> - Professional development for all teachers around the Common Core State Standards on Election Day</p> <p><u>February</u> -</p> <p><u>December – June</u> – English, ESL, Social Studies and Science Departments led by assistant principals will work to integrate the Common Core Standards into their curricula</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget</u></p> <ul style="list-style-type: none"> • Tax Levy Fair Student Funding HS – Support additional counseling hours by school Social Worker <p><u>Staffing and Training</u></p> <ul style="list-style-type: none"> • Principal and Assistant Principals • Teachers

Indicators of Interim Progress and/or Accomplishment

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

- September – Successful completion of professional development activities
- November - September – Successful completion of professional development activities
- January – Evaluation of

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10						7		
11						2		
12	294	327	290	137		5		

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

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

Part B. Description of Academic Intervention Services

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

At-risk Health-related Services:

CDI continues to sponsor the visit of a **Health Van** containing a primary care clinic, sponsored by the community Healthcare Network. It visits the school weekly providing examinations, referral, immunizations and screenings, and prevention strategies for pregnancy and sexually transmitted diseases.

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

NCLB/SED requirement for all schools

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

Please see attached Language Allocation Policy

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) _____ **Number of Students to be served:** _____ **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language

and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

On order to conduct our needs assessment for written translation need s we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that many ESL students had parents who spoke Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic in descending order of occurrence. We also reviewed the list of parents who attended the previous parent0teacher conferences in 2009-2010. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate ours statistical results with the practical experience of teacher and guidance counselors.

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

After a review of the data we determined that a major need for written translation services existed within the school for Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Through our discussions with both teachers and guidance counselors it became clear that many parents shied away from parent-teacher conferences due to a perceived inability to communicate fluently in English.

Part B: Strategies and Activities

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

We plan to provide written translations of our open school day letter to all parents in Mandarin, Cantonese, Spanish, French-Haitian Creole, Bengali, Polish and Arabic informing parents we will have translators available to assist during parent teacher conferences. Providing such

services will lead to increased parent involvement by facilitating communication with both teachers and guidance counselors. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as the need arises throughout the year.

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$635,751	\$191,323	\$827,074
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,358	\$1,920	\$8,278
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 31,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,575	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT INVOLVEMENT POLICY

I. School Parent Involvement Policy: Please develop a schoolwide policy statement that addresses the school’s parent involvement philosophy and goals. Please ensure that your policy and goals are aligned with the District’s policy and goals.

Goals: To establish a working relationship among the parents, school administrators, teachers, home and community and to provide opportunities and training for parents to participate in school governance and education decision making.

II. Please describe how your plan will ensure that all parents, including working parents and parents of students with special needs are going to be afforded the opportunity to participate.

- A. All parents of children attending the school shall be offered an opportunity to participate in the School Parent Involvement Plan at the beginning of each school year and until June 30 of the school year.
- B. Parent of special needs students are contacted directly by phone and reminded of opportunities to participate during school conferences and IEP conferences.

III. Please describe your school’s mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.

Parents are notified as follows:

- A. Three weeks prior to each meeting or workshop, our Parent Coordinator sends letters of notification to each parent.
- B. One week before each meeting, our Parent Coordinator makes telephone calls to remind parents of an upcoming meeting.
- C. Notices of meetings are also sent home by students attending the school.

IV. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school’s leadership team and how they are selected.

Parents are an integral part of the decision making process:

- A. Each April parents nominate and elect candidates for all elective positions the Parent’s Executive Board.**

B. Each member of the Executive Board has the right to vote on decisions affecting school program.

C. Parent representations are also elected to the School Leadership Team. There are three parents elected to the team.

LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS

ACTIVITY	PROJECTED DATE
Parental Notification for Students in Doubt of Graduation	November: potential graduates in January March – April: potential graduates in June
Ramadan Begins	August 11, 2010
Open School Night/Day	November 7, 2010
Latino Heritage Celebration	October 12, 2010
Student Government Elections (Day)	October 21, 2010
Student Government Elections (Night)	October 21, 2010
College and Career Fair	October 28, 2010
Academic Awards Ceremony	November 24, 2010
International Thanksgiving Dinner	November 24, 2010
RCTS/Regents	January 25-28, 2011
Black History Month Recognition	February 10, 2011
Graduation Ceremonies	February 10, 2011

Chinese New Year Celebration	February 10, 2011
International Women's Day	March 8, 2011
Open School Night/Day	March 20, 2011
Spring Dance	March 18, 2011
Washington Trip	April 15, 2011
Academic Awards Ceremony	April 21, 2011
Science Fair	April 21, 2011
College and Career Fair	May 19, 2011

LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS

ACTIVITY	PROJECTED DATE
Prom	June 11, 2011
RCTS/Regents	June 15-24, 2011
Graduation Ceremonies	June 24, 2011

Intergenerational Sunday Classes - 1 Computer - 2 English Conversations	Each Sunday
Parent/Adult Tutoring and Mentoring	Sunday through Friday: AM & PM

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

SCHOOL - PARENT COMPACT
MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

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

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:
 - o Parent-teacher conferences at least annually
 - o Frequent reports to parents on their children's progress
 - o Reasonable access to staff
 - o Opportunities to volunteer and participate in their child's class
 - o 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 in child rearing practices and teaching and learning strategies.
- To work with his/her child/children on schoolwork: read for 15 to 30 minutes per day to kindergarten through 1* grade students: and listen to grade 2 and 3 students read Tor 15-30 minutes per day.
- To monitor his/her child's/children's:
 - o Attendance at school
 - o Homework
 - o 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 or 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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
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.

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.
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.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. *Note:* If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Manhattan Comprehensive Night and Day High School					
District:	2	DBN:	02M575	School	310200011575	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	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	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		72.0	67.9	79.9
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0		74.1	92.0	88.2
Grade 9	1	1	0				
Grade 10	399	379	342				
Grade 11	158	295	319	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	214	187	167		14	28	27
Ungraded	0	0	0				
Total	772	862	828	(As of October 31)	2007-08	2008-09	2009-10
					137	92	223

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	5	10	2	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	6	16	14	Superintendent Suspensions	0	0	0
Number all others	0	0	25				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	41	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	13
# receiving ESL services only	304	589	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	1	3	TBD				

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
	617	557	795	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.1	80.5	87.5
				% more than 5 years teaching anywhere	74.4	70.7	80.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	92.0	88.0	90.0
American Indian or Alaska Native	0.3	0.3	0.0		89.4	92.1	100.0
Black or African American	35.1	33.5	29.5				
Hispanic or Latino	23.8	27.4	28.5				
Asian or Native Hawaiian/Other Pacific	33.7	33.2	33.7				
White	6.7	4.8	4.0				
Male	54.3	57.8	57.6				
Female	45.7	42.2	42.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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				v	v	v	57
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups making				6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	79.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	12.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	40		
<i>(Comprises 60% of the</i>			
Additional Credit:	12		

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

Part E – Title III: Language Instruction for LEP and Immigrant Students – SY’ 2009-2010

Limited English Proficiency/ESL Program. Approximately 60% of our students (500+) are ESL learners. They come from over 50+ different countries. In order to meet the English language needs of this varied population who can only stay with us for an average of four semesters before they age out, we have a Free Standing ESL Program. This is an **Intensive ESL Program** designed to fast-track students from interpersonal communicative skills to cognitive academic language proficiency. There are currently seven levels of ESL: (1) Low Beginner, (2) High Beginner, (3) Low Intermediate, (4) High Intermediate, (5) Low Advanced –Regents Prep; (6) High Advanced –Regents Prep (retake), and, (7) Transitional. Research on second language acquisition indicates that it takes an average of six years for an adult learner to achieve academic proficiency in the new language. Our students must achieve the impossible in two years in order to pass the ELA Regents. To compensate for such a strict timeframe, they are programmed to supplemental ESL courses in our Sunday program. Our beginners, for example, are provided an average of 6 hours of supplemental instruction per week. All our ESL students attend our Sunday program. 11 certified ESL teachers instruct during our Sunday program. **Our Sunday ESL Program is funded by Title III.** At this current time, we do not have a bilingual program as a result of Parental Program Selection. **PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1** We will hire one certified ESL teacher as a push-in teacher for our Regents bound cohort ELL students only for 24 sessions of two and half hours taking place Fridays from 10:00 am until 12:30 pm. These students are in extra instructions in order to pass the English Regents exam in their cohort year. These students will be receiving instructional support of the following types: 1. **Direct instruction** (structured overview, explicit teaching, mastery lecture, drill and practice, compare and contrast, didactic questions, demonstrations, guided reading, listening, viewing). 2. **Indirect instruction** (problem solving, case studies, inquiry, reading for meaning, reflective discussion, concept formation, concept mapping, concept attainment, cloze procedure), These students will be evaluated pre and post Supplemental Instructional Activity on Regents Exams essays in the following areas: • Meaning • Development • Organization • Language Use • Convention **PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2** Supplemental Intensive ESL Program for all our ESL students from 9:30 am to 1:15 pm and 1:45 pm to 5:30 pm for 24 Sundays. This program is intended to expedite the progress of our lower level students who have limited time to advance to the regents level. These students will be evaluated based on their performances on the promotion exams.

These activities are funded by Title III

**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 CFN1 / 02	District 02	School Number 575	School Name MCNDHS
Principal Michael Toise		Assistant Principal Judy Horvay	
Coach N/A		Coach N/A	
Teacher/Subject Area Lauren Sergeant / ESL		Guidance Counselor Nadezhda Zabarina	
Teacher/Subject Area Verbin Anatoliy / ESL		Parent Katherina Diaz	
Teacher/Subject Area Geraldo Maldonado / SS		Parent Coordinator Miriam Casillas	
Related Service Provider Louis Small		Other	
Network Leader Cyndi Kerr		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	861	Total Number of ELLs	648	ELLs as Share of Total Student Population (%)	75.26%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

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.

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

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

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

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

3. During our intake process, after watching the DOE Orientation DVD for parents of Newly Enrolled English Language Learners in their native languages, parents receive entitlement letters, Parent Survey and Program Selection forms. The signed documentation is returned during the registration process.

4. During our intake testing days, all ELL students are tested in both reading and writing, orally interviewed by licensed ESL teachers and DOE employees in both English and their native languages. Parents are included in the interviews. At this time, parents and students are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

5. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. As our students are over aged and under credited ELLs, the vast majority selected free standing ESL. Fewer than 25 out of 600 selected a bilingual program. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

6. The program model at our school is aligned with parent requests. If we notice a trend towards TBE we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											409	196	43	648
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	409	196	43	648

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	648	Newcomers (ELLs receiving service 0-3 years)	536	Special Education	4
SIFE	108	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	409	100	1	239	8	3	0	0	0	648
Total	409	100	1	239	8	3	0	0	0	648

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											94	80	16	190
Chinese											181	55	18	254
Russian											3	2	1	6
Bengali											10	6	1	17
Urdu											5	3	1	9
Arabic											7	4	1	12
Haitian											19	9	1	29
French											56	21	4	81
Korean											1	2		3
Punjabi												1		1
Polish											1	4		5
Albanian											1	4		5
Other											31	5		36
TOTAL	0	409	196	43	648									

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.

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

Beginner 576 minutes of ESL instruction per week (mandated: 540 minutes)

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

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

We have six levels of ESL

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

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

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

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

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

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

In addition:

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

successful transitions to ELA Regents preparation courses, its design serves other students' needs as well. It provides basic reading and writing fundamentals to help prepare students for other content areas as well strategies and skills with which to tackle the challenges of college curriculums.

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

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

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

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science tutors who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods during both day and night classes. Both of these in-class tutors have extensive backgrounds in science. One of these in-class science tutors focuses specifically on Regents Living Environment classes, our highest volume Regents science class, and the other one provides intervention in both Regents Chemistry and Regents Living Environment classes. Peer science tutoring outside of regularly scheduled science classes is available for ELL students during period 10 from 3:52 – 4:40 pm in Science lab room 602, and during Period 11 from 4:43 – 5:31 pm in the Cafeteria. The peer tutors are ELL students who have successfully completed the science course for which they provide tutoring, and have been recommended by their science teacher. At least one of the in-class tutors is also consistently present and available for intervention during both science peer tutoring periods. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science tutors, as well as volunteer adults proficient in science, that have received training from Learning Leaders. The Living Environment in-class tutor also provides regularly scheduled small group Friday review intervention for ELL students. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Fridays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents and graduate from high school.

For both the 2009-10 school year and the present school year, each level of ESL curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out.) This means for our SIFE students, intensive targeted support in the ESL classroom. Several of our ESL teachers are bilingual and/or native speakers Spanish, Chinese, Russian, Polish and French and offer native language support in those areas. Our ESL teachers use differentiated instruction in their regular double period ESL classes and are adept at targeting the SIFE students with leveled instruction. Besides differentiated instruction, all of our ESL teachers utilize research based teaching methods with our SIFE students such as Total Physical Response, The Communicative Approach, Cognitive Approach, even Grammar-Translation and Audio Lingual.

Our SIFE students are particularly benefitted by our skills based curriculum and targeted materials for their level of ability. We use a variety of materials with these students, depending on the data produced from the various sources previously stated. These materials include: The Grammar in Context series by Sandra Elbaum, the English Grammar series by Betty Azar, the Penguin Reader series, which

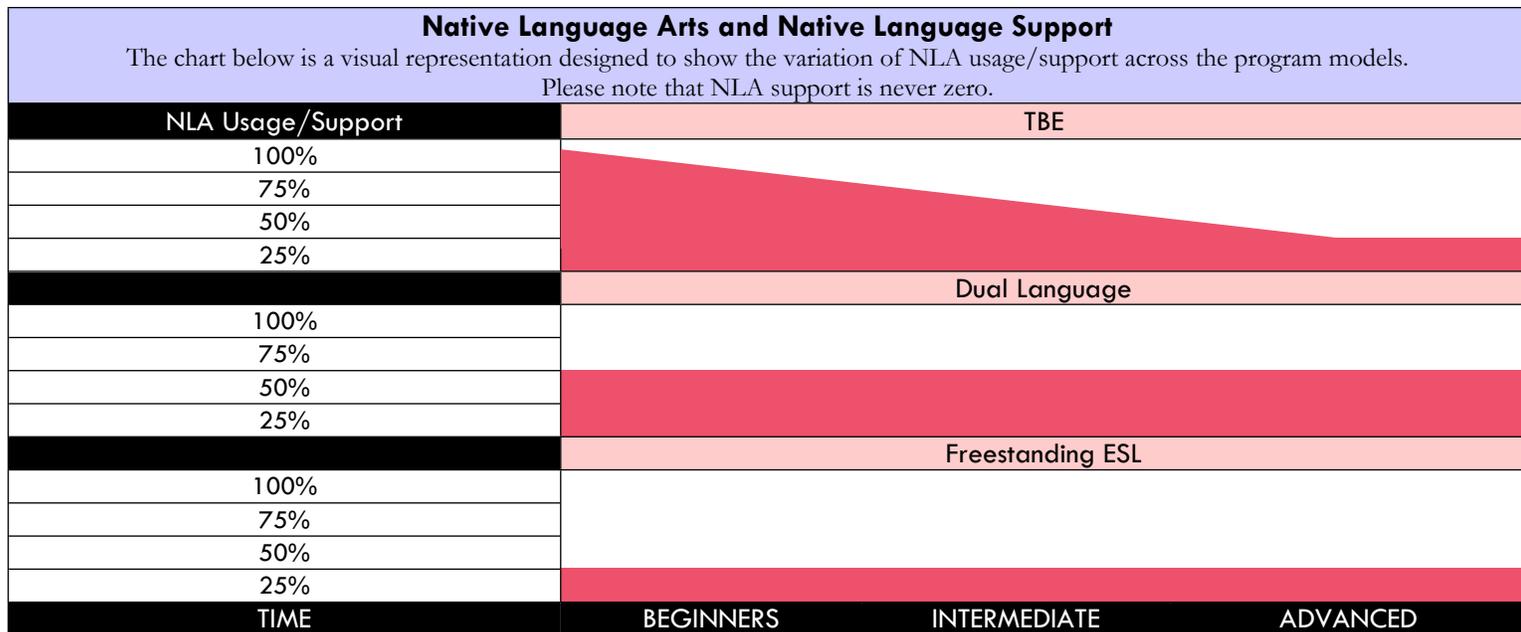
seems especially beneficial for our differentiating toward of SIFE ELLs. All ESL teachers use laptop carts in the classroom and teachers have now incorporated the use of Smart Boards into the levels one and two curriculum for aiding visual learners identified as SIFE. Our 11 licensed ESL teachers provide the above said interventions/strategies during the core day program in their ESL classroom.

In addition, for the 2010-11 school year, we have contracted a new phonics program called Reading Horizons, specifically to work with ELL students low level literacy skills. Two teachers are receiving the training in this computer based program that will you in trial period this year. We will assess the progress of our SIFE students who use this program this year to determine if it is worth purchasing next year. Two licensed ESL/ELA teachers, will be using this program for 45 minutes a day during their double period ESL classes.

In addition to our regular intensive ESL program, our special needs ELL students are provided with resource room, mandated counseling, one on one tutoring, and social services.

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

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



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?

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

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

teachers, scheduled on Fridays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us over 17 years of age, they are still in need of extension of services in order to pass the ELA Regents and graduate from high school.

For both the 2009-10 school year and the present school year, each level of ESL curriculum is created by the ESL staff after reviewing the data produced from the results of intake examinations, first day assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out.) This means for our SIFE students, intensive targeted support in the ESL classroom. Several of our ESL teachers are bilingual and/or native speakers Spanish, Chinese, Russian, Polish and French and offer native language support in those areas. Our ESL teachers use differentiated instruction in their regular double period ESL classes and are adept at targeting the SIFE students with leveled instruction. Besides differentiated instruction, all of our ESL teachers utilize research based teaching methods with our SIFE students such as Total Physical Response, The Communicative Approach, Cognitive Approach, even Grammar-Translation and Audio Lingual.

For the 2010-11 school year, we have contracted a new phonics program called Reading Horizons, specifically to work with ELL students low level literacy skills. Two teachers are receiving the training in this computer based program that will you in trial period this year. We will assess the progress of our SIFE students who use this program this year to determine if it is worth purchasing next year. Two licensed ESL/ELA teachers, will be using this program for 45 minutes a day during their double period ESL classes.

ELL students receive equal access to all school programs. We have a non-profit foundation, Comprehensive Development, Inc., that recruits and trains tutor. Currently, we have 160 volunteers who provide one-on-one academic tutorials across the curriculum.

ELL students at Manhattan Comprehensive Night and Day High School participate in wide assortment of extracurricular activities. Some of the many activities for ELLs that we have had in the past year and plan to continue in the upcoming school year are as follows:

- Student Government Elections
- Latino Heritage Experience Celebration
- Annual Fall Day Trip to Lancaster County, PA.
- College and Career Fair
- Awards Assemblies Celebrating Student Achievement
- International Thanksgiving Food Festival
- Seasonal Winter Celebration with Multi-Cultural Presentations
- Chinese Lunar New Year Celebration
- Student Advocacy Day at City Hall
- Annual Spring Trip to Washington DC
- Annual Math, Science, Photography Fair
- International World Day Talent Show
- Various Cultural Dance Presentations

In addition we have the following clubs that are very popular with our ELL students (and plan on adding new ones according to students' interests) that meet after school hours:

- Chinese and International Chess Club
- Chinese Cultural Leadership Club
- Culinary Arts Career (Cooking) Club
- Fish Hatchery/Raising Brook Trout
- Green Design Lab
- I love NY Club
- Model UN Club
- Open Gymnasium Activities
- Origami Club
- Photography Club
- Robotics Design
- Soccer Club

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

Native Language Arts in Chinese or Spanish that focus on literary selections, from the classical to the contemporary. The instructional strategies for NLA are similar to those of ELA, focusing on the SED standards for reading and writing. Students will analyze verbally and in writing plays, novels, poems, and short stories. They will write four types of essays (descriptive, compare/contrast, persuasive, and reflective). They also will be assigned to read and write on themes about current events. In addition, we will align the NLA strategies to the components of a Balanced Literacy Program as discussed in the ELA section above.

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

For Chinese, we likewise will provide students with the study of Chinese classical and modern literature they did not complete in China. This will help them develop a deeper appreciation of the Chinese culture and to enhance their knowledge of literature, advance their writing skills, and improve their study habits. Hence, we will introduce students to the important ancient and modern Chinese authors and thinkers, e.g., Confucius, Zhuang Zhou, Qu Yuan, Li Bai, Du Fu, Han Yu, Su Shi, and the like. The list includes writers whose works are still banned by the current regime in China. In our highly successful Chinese AP class, 95 % of our students regularly score a 5.

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

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)?

N/A

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.

ALL ELL personal will participate in monthly one hour seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams.

In 2010 we will continue with our professional development in using inquiry teams to increase ELL students performance. Our inquiry teams are set up in small groups of ESL teachers and non-ELL teachers. These teams meet one hour, twice a month and work on individual projects using action research methodology to improve ELL success.

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?

Administrators, counselors/grade advisors/college advisors conduct small group counseling with students and/or with parents; conduct parent meetings; parent-teacher conferences; we will:

- increase opportunities to serve with staff members on various school committees, such as School Leadership Team, Health Committees, Cultural Heritage Programs, LRE School Team, and the like
- form a core group of parents based upon native languages to reach out to other parents, help in translations, help in explaining the school and its curriculum to them
- organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements
- involve parents in the design and implementation of the proposed year-round school
- organize parents to advocate for issues affecting the school in the city and state levels
- hold ESL class for parents of ELL 4 nights per week

In addition, we host twice a year (11/07 and 03/20) two hour ESL parent workshops with licensed ESL teachers and content area department chairs presenting our High-Quality Instructional Title III program. We provide a question and answer forum for parents at this time. More than 50 parents usually attend with translation offered in Spanish, Mandarin, Cantonese, and French.

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

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

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										55	14	2	71
Intermediate(I)											81	68	11	160
Advanced (A)											25	27	2	54
Total	0	0	0	0	0	0	0	0	0	0	161	109	15	285

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B											44	10	0
	I											80	58	12
	A											30	29	2
	P											7	12	1
READING/ WRITING	B											32	8	2
	I											91	63	10
	A											26	31	3

	P												12	7	1
--	----------	--	--	--	--	--	--	--	--	--	--	--	----	---	---

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	243		221	
Math <u>Algebra</u>	245		218	
Math <u>Geometry</u>	174		165	
Biology				
Chemistry	23		21	
Earth Science				
Living Environment	203		192	
Physics	34		34	
Global History and Geography	208		190	
US History and Government	213		200	
Foreign Language	51		50	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT and our newly created DYO periodic assessment. The periodic assessment serves as our promotional exam. We administer it three times a year in order to determine appropriate placement within two degrees of proficiency in each of six levels of ESL. Each exam's results provides a mechanism for reporting individual students' results through item analysis indicating areas of concern based on Depth of Knowledge levels of cognitive complexity.

These exams are given three times a year, September, December and May and we currently have 4 sets of exams completed so that in any given year no student will see the same exam twice, no matter their level. The structure of the exams was developed with differentiation in mind. Each wrong answer is coded to a type of misconception and difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. After each exam a class item analysis is given to each teacher. This analysis is broken down item by item for the class as a whole so the teacher can see trends and address them, as well as by individual learner reports, so teachers' can differentiate by individual student areas of concern. In our weekly departmental meetings we have been reviewing the item analysis packets and our current instructional materials to try to address areas of misconception and reading difficulty. In addition, as in the previous year, we hired a staff developer, Dr. Rosa Leon, from NYU's Metropolitan Center for Urban Education in NYU's School of Education, who has been working with teachers to on a bi-weekly basis on the needs revealed by the item analysis packets. We hope to continue her service, budget allowing, for the 2010/11 school year. We will continue to meet regularly in 2010/11 to refine the current exams and create new ones.

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

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

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

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

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

We evaluate the success of our programs for ELLs by analyzing our data results from NYS Regents exams as well as our promotion rates.

The following chart shows all ELLs' Regents results in the content areas for June 2010

Subject	Pass %	# of students
ELA (two sessions)	90.4%	94
Global Hist. & Geor.	88.7%	94
US Hist. & Gov't	88.2%	90
Algebra	87.8%	137
Geometry	100%	39
Living Environment	95.7%	89
Chemistry	88.9%	8
Physics	100.0%	16

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

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 02M575

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$635,751	\$191,323	\$827,074
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,358	\$1,920	\$8,278
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 31,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,575	*	

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

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

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

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

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

SCHOOL PARENT INVOLVEMENT POLICY

I. School Parent Involvement Policy: Please develop a schoolwide policy statement that addresses the school's parent involvement philosophy and goals. Please ensure that your policy and goals are aligned with the District's policy and goals.

Goals: To establish a working relationship among the parents, school administrators, teachers, home and community and to provide opportunities and training for parents to participate in school governance and education decision making.

II. Please describe how your plan will ensure that all parents, including working parents and parents of students with special needs are going to be afforded the opportunity to participate.

- A. All parents of children attending the school shall be offered an opportunity to participate in the School Parent Involvement Plan at the beginning of each school year and until June 30 of the school year.
- B. Parent of special needs students are contacted directly by phone and reminded of opportunities to participate during school conferences and IEP conferences.

III. Please describe your school's mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.

Parents are notified as follows:

- A. Three weeks prior to each meeting or workshop, our Parent Coordinator sends letters of notification to each parent.
- B. One week before each meeting, our Parent Coordinator makes telephone calls to remind parents of an upcoming meeting.
- C. Notices of meetings are also sent home by students attending the school.

IV. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school's leadership team and how they are selected.

Parents are an integral part of the decision making process:

- A. Each April parents nominate and elect candidates for all elective positions the Parent's Executive Board.**
- B. Each member of the Executive Board has the right to vote on decisions affecting school program.**
- C. Parent representations are also elected to the School Leadership Team. There are three parents elected to the team.**

LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS

ACTIVITY	PROJECTED DATE
Parental Notification for Students in Doubt of Graduation	November: potential graduates in January March – April: potential graduates in June
Ramadan Begins	August 11, 2010
Open School Night/Day	November 7, 2010
Latino Heritage Celebration	October 12, 2010
Student Government Elections (Day)	October 21, 2010
Student Government Elections (Night)	October 21, 2010
College and Career Fair	October 28, 2010
Academic Awards Ceremony	November 24, 2010

International Thanksgiving Dinner	November 24, 2010
RCTS/Regents	January 25-28, 2011
Black History Month Recognition	February 10, 2011
Graduation Ceremonies	February 10, 2011
Chinese New Year Celebration	February 10, 2011
International Women's Day	March 8, 2011
Open School Night/Day	March 20, 2011
Spring Dance	March 18, 2011
Washington Trip	April 15, 2011

Academic Awards Ceremony	April 21, 2011
Science Fair	April 21, 2011
College and Career Fair	May 19, 2011

LIST OF PROJECTED SCHOOL YEAR ACTIVITIES FOR PARENTS

ACTIVITY	PROJECTED DATE
Prom	June 11, 2011
RCTS/Regents	June 15-24, 2011
Graduation Ceremonies	June 24, 2011

Intergenerational Sunday Classes <ul style="list-style-type: none"> - 1 Computer - 2 English Conversations 	Each Sunday
Parent/Adult Tutoring and Mentoring	Sunday through Friday: AM & PM

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

SCHOOL - PARENT COMPACT

MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

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

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:
 - o Parent-teacher conferences at least annually
 - o Frequent reports to parents on their children's progress
 - o Reasonable access to staff

- o Opportunities to volunteer and participate in their child's class
 - o 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 in child rearing practices and teaching and learning strategies.
- To work with his/her child/children on schoolwork: read for 15 to 30 minutes per day to kindergarten through 1* grade students: and listen to grade 2 and 3 students read Tor 15-30 minutes per day.
- To monitor his/her child's/children's:
 - o Attendance at school
 - o Homework
 - o 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 or 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.

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

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

See school profile.

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified.

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

See Section VI, Action Plan #3.

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

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

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

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
--------------	--	--	---	---

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.

	<i>or Local)</i>	(✓)			<i>school allocation amounts)</i>	Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√			\$635,751	√	17,
Title I, Part A (ARRA)	Federal	√			\$191,323	√	14
Title II, Part A	Federal						
Title III, Part A	Federal	√			\$94,520	√	26,
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local				\$4,344,693	√	13, 14,16, 18,