



MOTT HAVEN VILLAGE PREPARATORY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X473

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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..... | 5 |
| PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS)..... | 6 |
| SECTION IV: NEEDS ASSESSMENT..... | 10 |
| SECTION V: ANNUAL SCHOOL GOALS..... | 11 |
| SECTION VI: ACTION PLAN..... | 12 |
| REQUIRED APPENDICES TO THE CEP FOR 2010-2011..... | 13 |
| APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM..... | 14 |
| APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... | 16 |
| APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION..... | 18 |
| APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS..... | 19 |
| APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING..... | 25 |
| APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).... | 26 |
| APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).... | 27 |
| APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES..... | 28 |

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 |
|-----------------------|--|-----------|
| Flavia Puello-Perdomo | *Principal/CSA | |
| Krystal Smith | *UFT Chapter Chairperson or Designee | |
| Mari E. Alvarado | *PA/PTA President or Designated Co-President | |
| Alcides Lopez, Sr. | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Deborah Briggs | DC 37 Representative, if applicable | |
| Andreina Batista | Student Representative, if applicable | |
| Geraldine Menan | Student Representative, if applicable | |
| Brendan Lowe | CBO representative | |
| Rosa Cruz | 9 th grade parent | |
| Evelyn Villegas | 10 th grade parent | |
| Carmen Santiago | 11 th grade parent | |
| Maritza Rivera | 12 th grade parent | |
| | | |
| | | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

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

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|---|---------------|--------|--------------------------|--------------|
| School Name: | | | | | |
| District: | 7 | DBN #: | 07x473 | School BEDS Code: | 320700011473 |

| DEMOGRAPHICS | | | | | | | | | |
|---|--------------------------------|---------------------------------------|--|---|--|-----------------------------------|----------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 83.1 | 84.2 | 82.9 | | |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 0 | 0 | 0 | | 95.3 | 96.5 | 96 | | |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 80.1 | 82.5 | 75.8 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 94 | 94 | 117 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 85 | 82 | 92 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 83 | 72 | 65 | | 3 | 3 | 0 | | |
| Grade 12 | 69 | 83 | 67 | | | | | | |
| Ungraded | 1 | 2 | 0 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 332 | 333 | 341 | | 4 | 3 | 0 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 7 | 7 | 12 | | |
| No. in Collaborative Team Teaching (CTT) Classes | 37 | 40 | 39 | Superintendent Suspensions | 7 | 19 | 18 | | |
| Number all others | 21 | 22 | 32 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 29 | 33 | 26 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 5 | 8 | 13 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 25 | 25 | 27 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 7 | 5 | 7 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 3 | 3 | 5 |
| | 8 | 9 | 37 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 100 | 100 |
| American Indian or Alaska Native | 0.0 | 0.3 | 0.6 | Percent more than two years teaching in this school | 44.0 | 48.0 | 55.6 |
| Black or African American | 30.3 | 26.4 | 26.2 | Percent more than five years teaching anywhere | 28.0 | 28.0 | 37.0 |
| Hispanic or Latino | 69.4 | 72.4 | 71.8 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.3 | 0.9 | 1.5 | Percent Masters Degree or higher | 48.0 | 60.0 | 77.8 |
| White | 0.0 | 0.0 | 0.0 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 90.3 | 90.9 |
| Multi-racial | 0.0 | 0.0 | 0.0 | | | | |
| Male | 51.8 | 51.4 | 51.2 | | | | |
| Female | 48.2 | 48.6 | 48.8 | | | | |

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | |
|----------------------------|--|---|--|--|
| In Good Standing (IGS) | | √ | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

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

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|--------------------------------|------|---------|------------------------|------|--------------|------------------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | |
| All Students | | | | √ | √ | √ | 78 |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | ---- | --- | ---- | |
| Hispanic or Latino | | | | √ | √ | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | ---- | ---- | ---- | |
| Limited English Proficient | | | | ---- | ---- | ---- | |
| Economically Disadvantaged | | | | √ | √ | | |
| Student groups making AYP in each subject | | | | 3 | 3 | 1 | |

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|--|-----------------------|
| Overall Letter Grade | A | Overall Evaluation: | Proficient |
| Overall Score | 78.7 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Proficient |
| School Environment (Comprises 15% of the Overall Score) | 11.9 | Quality Statement 2: Plan and Set Goals | Proficient |
| School Performance (Comprises 25% of the Overall Score) | 14.8 | Quality Statement 3: Align Instructional Strategy to Goals | Proficient |
| Student Progress (Comprises 60% of the Overall Score) | 46.0 | Quality Statement 4: Align Capacity Building to Goals | Well developed |
| Additional Credit | 6 | Quality Statement 5: Monitor and Revise | Proficient |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

Greatest accomplishments over the last couple of years:

- The school has a very effective advisory system that ensures every student receives regular support and guidance as part of a small group for both their academics and personal needs. In addition, the advisory system supports the communication between the school and the parents.
- East Side House Settlement, the partner/CBO organization, supports the school in meeting the needs of college preparation and leadership, especially in the areas of peer education, internship preparation and placement, educational counseling, after school programming, alumni support, providing scholarships for students, special events, and college tours/informational sessions.
- The school received an "A" on the 2006-2007, 2007-2008, and 2008-2009 NYC Progress Report.
- When compared with schools in our per group, our school is 153.9% of the weight in Science Regent pass rate and 92.1% of the weight in the global history Regents pass rate.
- The professional development committee composed of at least one member from each department, principal, assistant principal, teacher mentor, and our NAFET coach works collaboratively to help meet the needs of the staff.
- Our kid-talk meetings and common planning meetings allow the school to foster a collaborative learning environment among grade level teams. Common planning time result in the schools' mission and vision being put into practice every day.

Barriers to the school improvement:

- Space limitation: The school shares the building with two other small schools; therefore, all the common spaces are shared between schools, which limits our usage. Additionally, the school only has thirteen classrooms, including a science lab, which limits our programming, and our ability to arrange additional elective courses and core classes for students that are performing above grade level and struggling students.
- Many of our students that come in to the school performing at level one or two in literacy and mathematics.

- Programming: The limited amount of classroom limits the amount of courses that can be offered per semester.
- The lack of staff and financial resources to implement programs that can help students improve their numeracy and literacy skills.
- Number of student who are absent and late to school. The overall attendance for the 2007- 08 school year was 83.1%. Our goal is to improve this by one percent last year; although this was accomplished we still feel the need in continuing to improve the overall attendance. Our school is 60.7% of the weight when compared with our peer schools in the NYC progress report. Additionally on average about 1/3 of the students arrive late to school.
- Low number of parents that attend our PTA meetings.
- Creating opportunities for students to increase their credit accumulation continues to be an area of need for the school.
- Attracting and maintaining highly qualified teaches.

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. Goal

Improvement of college knowledge & culture

Describe your goal:

By the end of the 2010-2011 school year, each student will participate in at least three college-related activities each year that will help them develop a better understand of the college process and assist them with developing a plan for their post-secondary education.

2. Goal

Improve students' reading skills of students with an IEP and ELLs.

Describe your goal:

Increase reading levels by 2 grade levels of the students with an IEP and our Ells reading below 5th grade level as measured by Scantron Performance Series, DAR, and the Brigance reading assessment.

3. Goal

Improve students' reading skills

Describe your goal:

Increase literacy levels by 1.5 grade level for all students as measured by Scantron Performance Series

4. Goal

Improve the overall school attendance

Describe your goal:

Improve the overall school attendance from 82.9% to a minimum of 85% by the end of the 2010-2011 school year.

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): Improvement of college knowledge & culture

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By the end of the 2010-2011 school year, each student will participate in at least three college-related activities each year that will help them develop a better understand of the college process and assist them with developing a plan for their post-secondary education.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ol style="list-style-type: none"> 1. By Nov. 30, CPLP(College Preparation and Leadership Program)+MHVP staff will form a schoolwide committee – composed of one teacher from each grade level, plus the college counselor and director from CPLP – dedicated to improving the college knowledge of our students and the college culture omnipresent in our school. 2. The Collegiate Committee will design a College Week (Jan. 10-14) to launch many initiatives tied to this goal and provide myriad opportunities for our students to become more familiar with a college-going ideology. The CC will continue to meet on a biweekly basis to plan and implement the other college-related activities. 3. The College Preparation and Leadership Program (CPLP) will plan the Career Fair (tentatively scheduled for March) and the College Fair (tentatively scheduled for May). |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Who</p> <ul style="list-style-type: none"> - CPLP - Collegiate Committee - Advisors - Students - MHVP Alumni - Area colleges and post-secondary programs <p>What</p> <ul style="list-style-type: none"> - College-Related Activities Checklist - College Evaluation Form |

| | |
|--|--|
| | <ul style="list-style-type: none"> - College Materials (for Preview) - Camera/Video recorder <p>Online database and binder</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. CPLP instructors will give a diagnostic assessment in September to determine how many (and which) schools students have visited and which schools they would like to visit, among other indicators of college knowledge and readiness. 2. At least once each semester, an administrator will review the checklist of college-related activities – to be created by CPLP staff and include the activities listed below – in advisory portfolios to determine how many college-related activities students have engaged in. 3. Beginning in December, CPLP director will hold monthly meetings with Youth Council (composed of randomly chosen students each month) to have them reflect on their arc from high school to college and hear their suggestions for improving the college culture of the school, among other items. 4. Beginning in early February, CPLP will introduce an accessible, student-led college guide based off of alumni reflections, trip observations, official materials, etc. 5. CPLP instructors will give an end-of-year assessment in June to determine how many (and which) schools students have visited and which schools they would like to visit, among other indicators of college knowledge and readiness. Students will also be surveyed about the efficacy of these efforts to promote college-related activities. |

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): Improve students’ reading skills of students with an IEP and ELLs.

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase reading levels by 2 grade levels of the students with an IEP and our Ells reading below 5th grade level as measured by Scantron Performance Series, DAR, and the Brigance reading assessment.</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> | <ol style="list-style-type: none"> 1. Administer the DAR or Brigance to all our students with an IEP or who are ELL’s by the end of November. Teacher will have a choice of which assessment to use based on students’ performance in class. Teachers will then create a comparison table to compare these results to the Scantron results. 2. After assessing the needs of our students, identify at least three strategies per semester that will be infused daily to assist our ELL’s and students with an IEP. 3. Create two after school/ lunch meeting programs for ELL’s and Special education students based on their reading levels. Students that are one to three grade levels behind will be offered the same interventions while students that need to improve more than three grade levels will receive more targeted assistance. Through these programs students will participate on trips and other extracurricular activities that will help them improve their attitude towards reading. 3. Students that are 2-3 levels below their reading levels will receive modified Hw assignments and will participate in a reading club during lunch. 4. Creating a Google document to track teaching anecdotal of these students that will be reviewed every marking period. 5. During second semester create theme based advisory one per grade to focus on the students that appear to be struggling to make progress. 6. A monthly newsletter will be sent to the parents to emphasize the work that the school is doing with |

| | |
|---|--|
| | <p>literacy and share ideas on how to assist students to improve their reading levels. In addition, parents will receive a letter explaining what their child's reading level is and how they can help them improve their reading level during both the fall and spring semester.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Who should be involved and what resources are needed to achieve our goal: -The entire staff, but in particular, the special education teachers, ESL teacher, and IEP teacher.</p> <p>Funding: -Utilize our Title III funding.</p> <p>Training: -Provide additional professional development opportunities</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. Assess how students are performing each marking period on ELA and Social Studies. 2. Scantron, DAR and Brigance results for Ells and students with an IEP. 2. Improve pass course rate in ELA and Global history. 3. Improve credit accumulation of Ells and IEP Students by 5%. |

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.

Improve students' reading skills

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase literacy levels by 1.5 grade level for all students as measured by Scantron Performance Series</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> | <ol style="list-style-type: none"> 1. Each grade team will analyze Scantron results before Thanksgiving to look for reading levels and specific skill deficits. (Everyone) 2. PD Committee will organize a MHVP Active Reading tool using available literature and best practices already used in the school - Completed before Thanksgiving. 3. November 30th PD - Devoted to explaining active reading, showing best practices/student work, and giving teachers time to plan. <ul style="list-style-type: none"> -in the future, the last PD of each month will be devoted to teaching, showing, and implementing one new reading technique (7 Habits or Traits of reading and writing) -all teachers will be responsible for using these techniques in their classes - starting with school-wide active reading in December -Introduce advisory silent reading at the PD (see #4) 4. All advisories will devote 20 minutes each week to silent reading which will be followed by journaling - starting in December 5. December - students will take DAR or Brigance reading test <ul style="list-style-type: none"> -results will be analyzed by grade level teams 6. February - students will take Scantron <ul style="list-style-type: none"> -results will be analyzed by grade level teams 7. Acuity can also be used where it applies. 8. The final Scantron results will help inform curriculum planning for the next school year. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Who should be involved and what resources are needed to achieve our goal: -The entire staff</p> <p>What -Utilize our inquiry funding to support this initiative. -Align our professional development to support this initiative.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. Scantron and acuity results 2. Passing rates of the ELA and history Regents 3. Improve credit accumulation of 2% in all the grade levels. |

Subject/Area (where relevant): Improve the overall school attendance

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Improve the overall school attendance from 82.3% to a minimum of 85% by the end of the 2010-2011 school year.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> ➤ Attendance committee- Members will meet bi-weekly to review the overall school attendance on Tuesdays, at 9:30. During this time all open 407's are discussed, as well as interventions such as calling home, sending letters, or conducting home visits. In addition we discuss students that are at risk of a 407. ➤ Communication- Parents of students who are absent from school will receive a telephone call daily from Ms. Briggs, our attendance coordinator. She will also maintain a log of her communication with parents. The automatic phone master system also will notify homes of student absenteeism. Advisors receive attendance updates in order to hold conference with advisees or contact their parents. ➤ Incentives- Monthly bulletin board display students that have attendance of 90 and above. Students that improve their attendance receive incentives such as movie passes or meal passes. |

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| | <ul style="list-style-type: none"> ➤ Address the 60-80% student attendance group – School staff will meet these students and establish a separate incentive campaign that supports improved attendance and counsels the importance of consistent attendance. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Attendance committee Parent coordinator Advisors</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Improvement in monthly attendance. Closing of 407s Decrease in 60-80% attendees' rate of absenteeism</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # 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 | To be determined | 32 | To be determined | U.S. Hist- 17 Global- to be determined | | | | |
| 11 | To be determined | 20 | 2 | U.S. Hist- 27 Global- to be determined | | | | |
| 12 | 12 | 9 | 2 | U.S. Hist- 12 Global- 12 | | | | |

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

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

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

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

- 55 students performed at level 1 and 2 on their Science exam

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

- Students in Grades 11th – 12th who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.-

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition, students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday through Friday. We also offer English Lab classes two times a week to all the 9 th graders so our 9 th grade students receive 2 additional hours per week of ELA instruction. |
| Mathematics: | Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday through Friday. We also offer students the opportunity to prep for upcoming Regents exams during extended day. Also, we facilitate classes for senior students who have not met their Regents requirements for graduation during their lunch time. In addition, every spring students have an opportunity to attend our math Saturday academy in order to obtain credits missing towards graduation or receive additional help to complete their math credit requirement for graduation. In addition, All the 9 th graders receive an additional period of math skills per week. |
| Science: | Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday through Friday. |
| Social Studies: | Support services are provided for students during our 37 ½ minute tutorial time in which they can receive group or individual tutoring. In addition students have the opportunity to obtain additional homework help and support during our extended day program from 3:00-4:30pm Monday through Friday. |
| Regents' Prep. | We offer students the opportunity to prep for upcoming Regents exams during extended day. Also, we facilitate classes for senior students who have not met their Regents requirements for graduation during their lunch time. |
| Advisory | Advisors meet with students in a group or individually during the regular school day to offer them additional support by monitoring their academic, social, and behavioral progress in each of their classes. Advisor also create bi-weekly or monthly goal with each of the students. |

| | |
|---|---|
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>The guidance counselor meets periodically with students that are “at risk” behaviorally, socially, and academically that are referred by administrators and/or advisors. In conjunction with advisors, he reviews students’ transcripts with them and maps credit recovery opportunities for students. At the end of the fall semester, counselor is responsible for helping the advisors implement semester contracts for students that did not meet the passing grade required to receive credits in their coursework. Students are required to attend tutorial classes during extended day. Counselor also has created and facilitates an all male advisory mentoring program for students “at risk” of dropping out of high school. This includes one-on-one and group counseling sessions around issues related to students’ social, academic, and emotional state as well as group discussions and workshops on topics related to teens.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>After reviewing student’s profile during our PPT meetings, students are referred to the school psychologist for assessment and evaluations to determine proper services to be rendered. Students are also referred to the Montefiore Clinic for mental health services.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>Students are referred to meet with the social worker through discussions held during our kid-talk meetings which take place once a week. Social worker also conducts in class presentations on life skills awareness i.e. goal setting, decision making etc... to address issues that affect teens. The social worker and the social work intern have regular scheduled appointments with students that are “at risk” or students that need to receive mandated counseling as stated in their individualize educational plan.</p> |
| <p>At-risk Health-related Services:</p> | <p>Social worker and counselor are our trained, designated health resource coordinators that give health related information to students in regard to HIV & AIDS, STD’s & STI’s, and safe sex through our condom availability program.</p> |

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.

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) 9th ---12th Number of Students to be Served: 39 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) 0

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.

Instructional Program

- ***Type of Program***

- ***After School***

- ***Rationale: To support student achievement in the content areas by providing homework assistance. To strengthen students reading and writing skills in preparation for the NYSESLET Exam based on the NYSESLAT data from previous years.***
 - ***Description: Activities will be focusing on Test prep, listening passage practice, reading & writing passage practice, writing modeling, forming an argument in writing, proving argument in writing, reading strategies, vocabulary work. Content support for Global, ELA and inquiry Science will be provided through vocabulary review and homework assistance.***
 - ***Language of Instruction: English***
 - ***Service Provider: ELL Teacher***
 - ***Frequency of Program: ELL teacher two times a week for an hour each***
 - ***Duration of Program: From October 25, 2010- June 1, 2011***

- ***28 weeks x 2 hours x 49.98 = \$2799.44***

- ***Number of Students: 20? Students (all where asked, only 5 showing up so far)***
 - ***Grade levels: 9, 10, 11, 12 (Beginning, Intermediates, and Advanced)***
 - ***Materials:***

- ***Chart Paper: 15 x 8.67 = \$130.05***

- ***Notebooks: 30 x 1.25 = \$45***

- ***Folders: 100 x 1.25 = \$125***

- ***Novels for Students:***

- ***Saturday Academy***

- ***Rationale: To strengthen students reading and writing skills in preparation for the NYSESLET Exam based on the NYSESLAT data from previous years.***

- *Description: Activities will be focusing on Test prep, listening passage practice, reading & writing passage practice, writing modeling, forming an argument in writing, proving argument in writing, reading strategies, vocabulary work. Each Saturday will be a review and focus on a specific strategy.*
 - *Language of Instruction: English*
 - *Service Provider: ELL Teacher, Supervisor*
 - *Frequency of Program: 2 hours per day*
 - *Duration of Program: April 29, May 6, May 13*
- *ELL teacher: 2 hrs x 3 days x 49.89 = \$299.88*
- *Supervisor: 2 hrs x 3 days x 52.21 = \$313.26*
 - *Number of Students: 39*
 - *Grade levels: 9, 10, 11, 12*
 - *Materials: NYSESLET Package : \$595 for 30 students*
- *Washington DC Trip*
 - *Rationale: To increase and enhance students background knowledge and understanding of United States Government, which will support the course content for Government and Economics. To increase and enhance course content for U.S. and Global History. To enhance students understanding of U.S. Culture. To support college readiness. Description: A four week trip to the mid-Atlantic region. Students will visit the following colleges and universities: The University of Maryland, George Washington University, American University, Howard University, and Goucher College. Students will visit the following sites: Holocaust Memorial Museum, Air and Space museum, American History Museum. Students will participate in the following activities: Campus Tours and Information Sessions at universities, Passover Seder with Holocaust Survivors, Holocaust Memorial Museum Tour, and University of Maryland basketball game. Language of Instruction: English*
 - *Service Provider: History Teachers, East Side House College Prep faculty, (5-7 staff members total)*
 - *Frequency of Program: Special Trip over the April break*
 - *Duration of Program: 4 days, with integration of course work over the Spring Semester*
 - *Number of Students: 40-45*
 - *Grade levels: 9-12*
 - *Materials:*
- *Coach Bus: \$4,000*
- *Lodging: \$3,00*
- *Food: \$1,000*
- *Binders for students: 45 binders at 1.66 per binder = \$74.70*

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional Development

- **ESL-Content teacher PD**
 - **Rationale**
 - **Activities**
 - **Alignment with Instructional Supplemental activities**
 - **Service provider qualification**
 - **Frequency**
 - **Duration**
 - **Targeted audience**
 - **Internal Services (services rendered by DOE offices, such as Q-TEL) cannot be charged to Title III**

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Parental Involvement

- **Optional and should not exceed 10% of total allocation**
- **Activities**
 - **College Requirement Orientation**
 - **Service provider qualifications**
 - **Refreshments**
 - **Frequency**
 - **Duration**
 - **College Application Night**
 - **Service provider qualifications**
 - **Refreshments**
 - **Frequency**

- **Duration**

- **ELL parent Seminar**
 - **Service provider : ELL teacher**
 - **Refreshments :**
 - **Frequency : 1 After School Session**
 - **Duration: 5:00**

Section III. Title III Budget

School: 07x473 BEDS Code: 320700011473

| 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) <ul style="list-style-type: none"> - Per session - Per diem | \$3,412.58 | <p><u>After School Program</u> 1 ESL teacher will provide direct instruction to the targeted ELL population for two hours per week for 28 weeks = \$2799.44.</p> <p><u>Saturday Academy</u> 1 ESL teacher will provide instruction to ELLs in the Saturday Test-prep Academy for four 3-hour sessions. 1 teachers x 3.5 hours x 3 sessions = \$299.88</p> <p>One supervisor will oversee the program, as there is no other operational program in the building on Saturday. He will be paid at the supervisor per-session rate for the duration of the program (3.5 hr/ 4 weeks) 1 supervisor X 3 hours x 3 sessions = \$313.26</p> |
| Purchased services | None | None |

| | | |
|---|--------------------------|---|
| <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | | |
| <p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | | <p>NYSESLAT Test Preparation Materials to support the instructional program \$595.00</p> <p>Classroom Materials for After-School Program:</p> <ul style="list-style-type: none"> • <i>Chart Paper: 15 x 8.67 = \$130.05</i> • <i>Notebooks: 30 x 1.25 = \$45</i> • <i>Folders: 100 x 1.25 = \$125</i> <p>Novels in Native language and English:</p> |
| <p>Educational Trip</p> | <p>\$7,074.70</p> | <p>Trip as described in the narrative.</p> <p>Expenses:</p> <ul style="list-style-type: none"> • <i>Coach Bus: \$4,000</i> • <i>Lodging: \$3,00</i> • <i>Food: \$1,000</i> • <i>Binders for students: 45 binders at 1.66 per binder = \$74.70</i> |
| <p>Total</p> | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The student population at Mott Haven Village Prep High School is comprised of 72.4% of Hispanic students. Due to the high number of Spanish speaking families at our school we have set up several services to ensure appropriate communication. Our bilingual parent coordinator is available to work with Spanish speaking parents and she is also present at meetings with teachers and parents that require translation services. We have a designated bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school.

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

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

Part B: Strategies and Activities

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

The student population at Mott Haven Village Prep High School is comprised of 72.4% of Hispanic students. Due to the high number of Spanish speaking families at our school we have set up several services to ensure appropriate communication to families. Our bilingual

parent coordinator is available to work with Spanish speaking parents and she is also present at meetings with teachers and parents that require translation services. We have a designated bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school. The school has a phone master system that sends messages in English and Spanish. Our school has a designated school aide that is responsible for translating any written communication from the school to the parents. All information is given to the principal for approval before and after it is translated.

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

Our school has a large number of Spanish speaking parents that come in to the schools for various reasons concerning their children. Our office has several staff members that are bilingual and can assist parents with initial requests. We also have the parent coordinator in the Main Office where she can address any other major concerns. She is also available to sit in conferences with teachers and parents. Both the principal and assistant principal are bilingual and meet with parents that are Spanish speaking.

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

The school will mail the Chancellor's Regulation A-663 to parents in the fall 2010. We will also discuss the translation and interpretation Chancellor's Regulation at parent meetings in the fall.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 258,598 | 133,204 | 391,802 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 2,586 | 1,336 | 3922 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 12, 930 | * | 12,930 |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

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.

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.

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.

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

2. 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.

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

NA.

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

With the support of the Columbia University Teachers College and our Empowerment Network, teachers will develop a tool to establish goals and benchmarks for individual students. In addition, teachers will receive training on Scantron Performance Series and Acuity in order to help them understand the results that are accumulated from this assessment and to plan instructional goals and objectives that will address the areas in which students are deficient.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Extended Day/Saturday Programs – Students will be able to attend extended day programs receive homework help for current courses where they are having difficulty to meeting the standards. Parents will be notified of this program so they can encourage students to attend. Additionally, Regents prep. classes are offered to students that need complete Regents graduation requirements.
 - RCT Prep classes for students with Individualized education plan.
 - English/Math Skills Classes – Students in the 9th grade will attend additional English and Math classes to help them build their literacy and numeracy skills. These classes will support the content students receive in their core English and Math classes.

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

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

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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: In Good Standing (N/A) **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: In Good Standing (N/A)

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

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

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

APPENDIX 7: 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.)

3 students

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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: | Mott Haven Village Preparatory High School | | | | | |
| District: | 7 | DBN: | 07X473 | School | 320700011473 | |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|------------|------------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 83.1 | 84.2 | 82.9 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 0 | 0 | 0 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 94 | 117 | 113 | | | | |
| Grade 10 | 82 | 92 | 110 | | | | |
| Grade 11 | 72 | 65 | 76 | | | | |
| Grade 12 | 83 | 67 | 63 | | | | |
| Ungraded | 2 | 0 | 0 | | | | |
| Total | 333 | 341 | 362 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 95.3 | 96.5 | 96.0 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 80.1 | 75.8 | 82.6 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 3 | 8 | 7 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 4 | 3 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 0 | 0 | 1 | Principal Suspensions | 7 | 7 | 12 |
| # in Collaborative Team Teaching (CTT) Classes | 40 | 39 | 44 | Superintendent Suspensions | 7 | 19 | 18 |
| Number all others | 22 | 32 | 29 | | | | |

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | | | | |
| # in Dual Lang. Programs | 0 | 0 | TBD | | | | |
| # receiving ESL services only | 33 | 26 | TBD | Number of Teachers | 25 | 25 | 27 |
| # ELLs with IEPs | 8 | 13 | TBD | Number of Administrators and Other Professionals | 7 | 5 | 7 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 3 | 3 | 5 |

| 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 |
| | 8 | 9 | 37 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 44.0 | 48.0 | 55.6 |
| | | | | % more than 5 years teaching anywhere | 28.0 | 28.0 | 37.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 48.0 | 60.0 | 77.8 |
| American Indian or Alaska Native | 0.3 | 0.6 | 0.6 | % core classes taught by "highly qualified" teachers | 100.0 | 90.3 | 90.9 |
| Black or African American | 26.4 | 26.2 | 25.4 | | | | |
| Hispanic or Latino | 72.4 | 71.8 | 73.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.9 | 1.5 | 0.8 | | | | |
| White | 0.0 | 0.0 | 0.0 | | | | |
| Male | 51.4 | 51.2 | 51.9 | | | | |
| Female | 48.6 | 48.8 | 48.1 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

| | Phase | | Category | | | |
|--|-------------------------------|--|----------|-------|---------|---------------|
| | In Good | | 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 | 78 |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|--|--|--|----------|----------|----------|
| American Indian or Alaska Native | | | | | | |
| Black or African American | | | | - | - | - |
| Hispanic or Latino | | | | v | v | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | |
| White | | | | | | |
| Multiracial | | | | | | |
| Students with Disabilities | | | | - | - | - |
| Limited English Proficient | | | | - | - | - |
| Economically Disadvantaged | | | | v | v | |
| Student groups making | | | | 3 | 3 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 67.8 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 10.5 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 17.3 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 40 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 0 | | | | | |

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

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

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

School Parental Involvement Policy

PART I – GENERAL EXPECTATIONS

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

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

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

1. Mott Haven Village Preparatory High School will involve parents in the development of the District Parental Involvement plan contained in the RDCEP/DCEP under section 1112-Local Educational Agency Plans of ESEA
2. Mott Haven Village Preparatory High School will give parents the following opportunities to participate in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - a. Share results of the School Quality Review, the School Environment Survey and the Progress Report with members of the School Leadership Team and Parent Association.
 - b. Discuss scholarship report and Regent's scores with parents during SLT meetings and Parent Association meetings.
3. Mott Haven Village Preparatory High School will involve parents in an annual evaluation of the content and effectiveness of this parental involvement to improve the quality of the

Title I, Part A program. We will identify barriers to parent participation, especially participation of parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or members of any racial or ethnic minority. We will use the following strategies to revise the parental involvement policy:

- a. The school will keep records of parental participation at meetings, events, and activities.
 - b. The school will survey parents about their level of involvement and strategies to increase their involvement.
 - c. The school will invite staff and parents to participate in discussions on increasing parental involvement.
 - d. The school leadership team will focus on strategies for improving parental involvement throughout the school.
4. Mott Haven Village Preparatory High School will work to build capacity among parents to encourage involvement and improve student academic achievement and understanding of the following factors contributing to high school success:
- a. The state's academic content standards
 - b. The state's student academic achievement standards
 - c. The state and local academic assessments including alternative assessments
 - d. The requirements of Title I, Part A
 - e. The importance of periodic assessment including Scantron and Acuity
 - f. How to monitor their child's progress
 - g. How to work with teachers
5. The school will provide materials and training opportunities to help parents work with their children to improve their children's academic achievement and college applications
- a. Senior parents will have the opportunity to attend workshops that explain the college application process. In addition, financial aid workshops will be provided.
 - b. The SLT and PA will have the opportunity to participate in trainings to help parents work with their children on literacy and numeracy skills.
6. The school will educate its teachers, pupil service personnel, principal and staff on how to successfully communicate and work with parents as equal partners.
- a. Engage teachers in professional development on holding successful parent teacher conferences.
 - b. Hold discussions with teachers on how to communicate with parents over the phone.
 - c. Plan "family award" nights for parents of students who have high attendance and/or consistently make the honor roll.
7. The school will take the following actions to communicate information related to school and parent programs, meetings, and other activities:
- a. Monthly calendar sent home to parents
 - b. Letters will be mailed in both Spanish and English
 - c. Student office interns will make informational phone calls to parents.
 - d. Advisors will contact parents at least once a month to communicate academic and extra-curricular information.

PART III – DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT COMPONENTS

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

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

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

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

SCHOOL-PARENT COMPACT 2010-2011

School Responsibilities:

Mott Haven Village Preparatory High School will:

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

Parent Responsibilities:

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

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

**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 CFN 403 | District 07 | School Number 473 | School Name Mott Haven Village P |
| Principal Flavia Puello-Perdomo | | Assistant Principal Tameika Pearl | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Nancy Martin/ESL | | Guidance Counselor John Ventura | |
| Teacher/Subject Area Carmen Cordero/Bilingual Speci | | Parent Maria Alvarado | |
| Teacher/Subject Area type here | | Parent Coordinator Anita Burgos | |
| Related Service Provider type here | | Other Linda Waite (SAF) | |
| Network Leader Marisol Bradbury | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 364 | Total Number of ELLs | 39 | ELLs as Share of Total Student Population (%) | 10.71% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

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

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

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

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

1. The steps followed for the initial identification of those students that may be ELLs are the following: 1. A group of teachers led by Nancy Martin, ESL teacher, who are trained in the intake process assist the school in the intake process. A trained bilingual (Spanish) pedagogue, Carmen Cordero, (Bilingual Special Education License) meets with the family and administers the Home Language Identification Survey. This includes an informal interview in English, or Spanish if it is determined that the family needs the interview in their native language. 2. If the child is identified as needing the Lab-R, then the exam is administered and hand-scored by the by the ESL teacher. The scores are kept on file at the school, as well as being sent in. Spanish-speaking students who are entitled as per the LAB-R, are administered the Spanish LAB. Students who are entitled to receive ESL services based on the LAB-R and Spanish LAB results receive a letter home to parents, inviting them to attend the Parent Orientation meeting at the school. ELLs who receive continuing service also receive letters home explaining their continuation in the school's ESL program. Parents are asked to read, sign, and return a copy of all of these letters to the school to be kept in the student's ??????? files. The ESL teacher also administers the NYSESLAT annually to students that have been identified as eligible for testing through the Revised LAB/NYSESLAT Eligibility Roster (RLER), the LAB-R, NYSESLAT Exam History Report (RLAT), and exam histories.

2.If new ELLs are identified, the school holds an annual parent orientation meeting within the first ten days of school. The purpose of orientation is to explain to parents of newly identified ELLs the various programs available, including Transitional Bilingual, Dual Language, and Freestanding ESL. The parent coordinator conducts outreach through letters and phone calls to invite parents to the orientation. The Home Language Surveys are reviewed and letters are sent out in English as well as in the child's preferred home language. The principal, assistant principal, parent coordinator, and ESL teacher are present at the parent orientation, which includes an agenda, attendance sign-in sheet, and orientation materials in parents' home languages. Parents are shown the orientation video, which describes the ESL program options in both English and the home language. Parents are also able to ask questions in the home language, and are handed an informational packet in both English and in the home language to ensure that parents understand their options.

3. Entitlement and Parent Survey and Program Selection forms are presented in both English and the home language and signed during the parental orientation. All forms are collected there. If a parent was unable to attend the meeting, the parent coordinator does outreach to get parents to come to the school. Parents are scheduled for individual meetings where they meet with the assistant principal or the ESL teacher. All parents receive the information presented at the informational session and parents are asked to complete the forms. If the school does not have the service that the parents requested, parents are given information about other schools where the requested services are offered. This information is in the form of a letter, and includes transportation options for the schools where the requested program is offered. Parents are given the option of having their child remain in our school. If the parents opt for their child to remain in our school, they must sign an agreement letter, of which a copy will be attached to their survey demonstrating that they have accepted a program other than their first choice as per the survey. MHVP keeps a record of the number of parents who requested a bilingual program, which we currently do not offer. Should our school reach the number of 20 ELLs with the same home language in two subsequent grades, a bilingual class would be formed and parents contacted to offer these services. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

4. The ESL teacher, principal, and assistant principal meet to analyze current student data in order to identify placement for ELL students. The Mott Haven Village Preparatory High School's (MHVP) ESL program is a freestanding ESL program. All placements are based on available data reports such as the NYSESLAT and LAB-R scores. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. ELLs who are also full-time Special Education students are registered in classes 9-1, 10-1, 11-1, and 12-1. The ESL teacher provides freestanding ESL services to 9-2, and freestanding pull-out services to ELLs in classes 9-1, 10-2, 10-1, 11-2, 11-1, 12-2, and 12-1. Parents are advised of placement through the informational session and outreach from the ESL teacher in both English and Spanish. In addition, students with special needs that are entitled to bilingual services are assigned a bilingual paraprofessional as needed.

5. After reviewing the data from the Parent Survey and Program Selection forms, 100% of the parents have chosen a freestanding ESL instructional model.

6. The program model offered at MHVP is a Freestanding ESL program. Parents have agreed to this model and are supportive of the instruction provided to their students.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|----|
| All ELLs | 39 | Newcomers (ELLs receiving service 0-3 years) | 4 | Special Education | 19 |
| SIFE | 8 | ELLs receiving service 4-6 years | 8 | Long-Term (completed 6 years) | 26 |

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 | 4 | 3 | 2 | 8 | 3 | 5 | 26 | 1 | 12 | 38 | |
| Total | 4 | 3 | 2 | 8 | 3 | 5 | 26 | 1 | 12 | 38 | |

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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 | | | | | | | | | | 13 | 10 | 8 | 7 | 38 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 13 | 10 | 8 | 7 | 38 |

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.

1a. The MHVP ESL program services 9 through 12 grade students, in the English language, by utilizing a pull-out model. In addition, the 9-2 class, which includes several ELLs, is taught ELA and Skills class by the ESL teacher. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. The ESL teacher provides ESL services via a pull-out format to students in 9th, 10th, 11th and 12th grade. In the pull-out format, students meet for one hour sessions several times a week dependent on their ESL mandated minutes of instruction. All efforts are made to ensure that students at the same instructional level are grouped together. As students progress based on their NYSESLAT scores, scheduling can be rearranged.

1b. The MHVP ESL program model for the 9-2 class meets 7 periods a week for the entire school year. Class 9-2 travels together as a group and receives ESL instruction from the ESL teacher. The purpose of the English Language classes is to provide students with skills which will allow them to be successful in all of their classes. The ESL teacher also sees the students for an additional 2 periods for Skills class, where the focus of instruction in English including written and oral skills. Students in this class are heterogeneously grouped and are given differentiated instruction based on their literacy level. All other ELL students in grades 9, 10, 11, and 12 are serviced using a pull-out model and all efforts are made to pull students out based on their instructional level. Students are never pulled out from their core classes.

2. Our ESL teacher is able to provide the mandated number of instructional minutes according to the students' proficiency levels by following the pull-out model. Students are grouped together according to their proficiency. In many cases, students from more than one class are pulled out at the same time to ensure that they are receiving the mandated hours of ESL instruction. For example, intermediate students from 10-2 are in the same ESL class as intermediate students in 11-1. All beginner level students in the 9th grade are placed in 9-2 where they receive 9 periods (477 minutes) of ESL instruction through ELA, Skills, and advisory class. In addition, the beginners receive extra help during extended day twice a week, which is an additional 75 minutes. The other mandated time is scheduled as a pull-out model. Intermediate students are pulled out 6 periods per week, and advanced students are pulled out for 3 periods per week.

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

4a. SIFE students are evaluated through formal and informal interviews and available data. These interviews with the student and family are conducted by the assistant principal and/or guidance counselor. If a student is found to need additional support due to interrupted formal instruction they are placed in a 9-2, 10-2, 11-2, or 12-2 class where they can receive additional ESL instruction. The ESL teacher is a Spanish speaker and is able to support ESL instruction with Native Language Instruction. Spanish-speaking SIFE students have the option of completing work in Spanish to support their Native Language Acquisition. They are also given one-on-one instruction during the extended day time.

4b. ELL students in our school are provided with the mandated instructional minutes through the pull-out program. In addition, our newcomer attends extended day with the ESL teacher 3 days a week to receive additional language support in both Spanish and English. The student is also given additional support through our advisory system. The ESL teacher evaluates the students' needs through advisory and extended-day to ensure that they receive additional academic support.

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

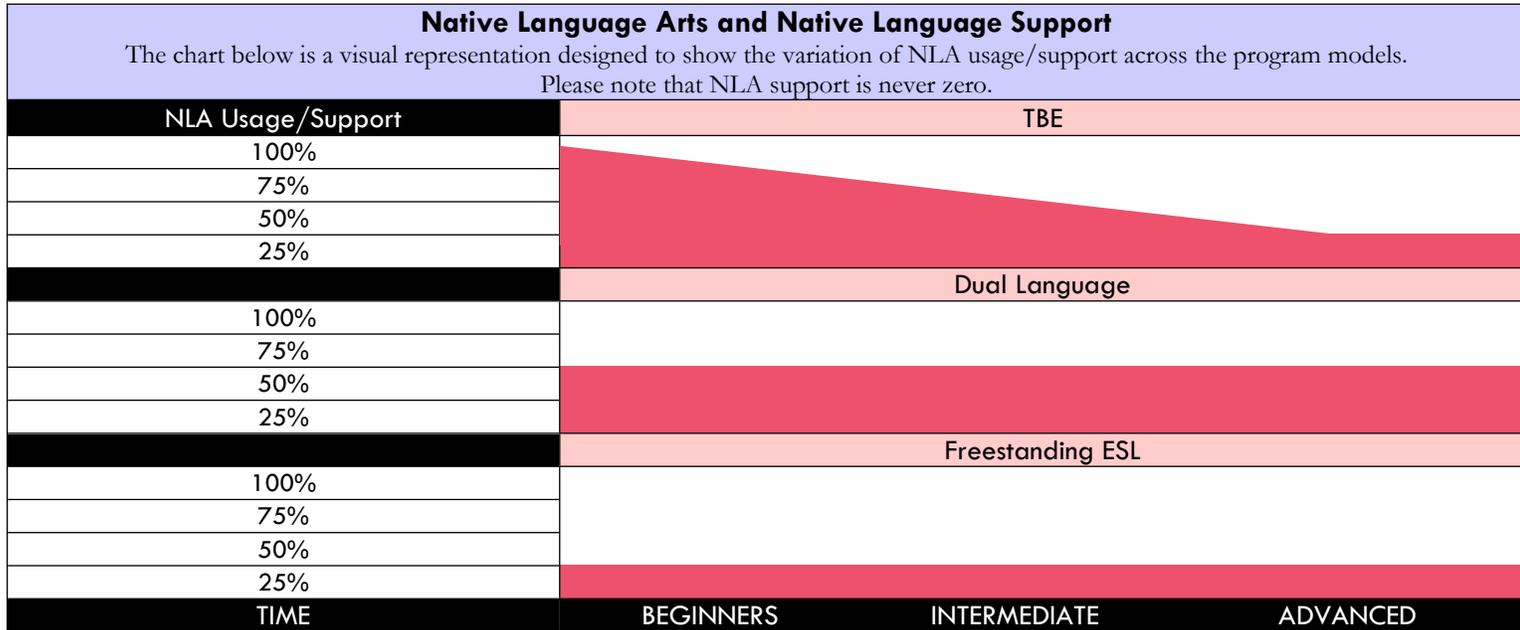
4d. ELL students in our school are provided with the mandated instructional minutes through the pull-out program. The students are also given additional support through our extended day program and advisory system. The ESL teacher evaluates the students' needs to ensure that they receive additional academic support. For example, many long-term ELLs struggle with the reading comprehension section of the NYSESLAT exam. During pull-out classes, the instruction is mostly focused on reading. The ESL teacher plans lessons that will strengthen and reinforce reading comprehension skills.

4e. ELL students identified as having special needs are serviced according to their Individualized Educational Plan (IEP). This includes servicing the students through a pull-out model, and providing students with a bilingual paraprofessional as needed. Paste response to questions 1-4 here

| 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?

5. All ELL students that require additional academic interventions are targeted for extended day services in the content area of need. This includes regent's preparation and credit recovery programs. The academic interventions offered at the school are in English. Additionally, the ESL teacher works weekly with a small group of students to provide needed instructional support in all content areas.
6. Students that reach proficiency level on the NYSESLAT continue to receive support through academic intervention services provided at the school, such as extended day tutoring. MHVP administers the Scantron to all students to assess their language skills. Student data is collected and used to guide ELA instruction.
7. The plan for the upcoming school year is for ELL students to be scheduled so that all students will continue to be grouped based on proficiency level to allow for more targeted instruction. In addition, we are currently researching ESL software designed for low-literacy ELLs, such as CORE Reading and Vocabulary Development, that will be used during pull-out instruction. The software will track student progress, which can be shared with content teachers so that they can use the data to guide their instruction.
8. We will not discontinue any programs or services.
9. ELL students participate and are given equal access to all school programs and activities. ELL students are part of all after school activities including clubs and sport's teams. They participate in our college preparation program. This program encourages and supports students' plans to attend college. They visit college campuses and attend college fairs to gather information about educational opportunities after high school. They are also part of our internship and community service program.
10. ELL students have access to laptop computers and some teachers provide instruction using SMART Boards and overhead projectors. Students use textbooks, word to word translation dictionaries, novels at student's instructional and interest level and teacher-made materials. Pull-out classes will also incorporate the use of technology through literacy building software. ELLs will have the opportunity to improve their literacy and targeted language skills through the use of this software on school computers.
11. The ESL program model at the school supports student's native language by allowing them to use their native language and make connections to English. Depending on the student's English proficiency level, the ESL teacher supports the student's use of the native language either in written form or orally to develop language acquisition skills. In addition, students that qualify to take regent's exams in their native language are given the opportunity.
12. All supports for ELL students are age and grade level appropriate. The ESL teacher uses grade level resources and scaffolds instruction for low-literacy ELLs by previewing vocabulary and providing adequate background knowledge to ensure understanding. Extended day programs are based on areas of need as determined by grade level.
13. All newly enrolled students are invited to an orientation in late spring before they come to the school. We always include an ice breaker so that incoming students get to know one another. The teachers are also available during the orientation in order to talk to students about the upcoming year and their expectations. Students can talk to teachers and staff. Parents are also invited and given needed information about the school and staff, including ELL program options. Once the school year begins advisories plan activities for students to get to know each other and specific topics are discussed during advisory class to assist students with the transition to a new school.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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?

1. The school provides opportunities for parents to be involved in the school community by offering special programs and activities, such as our annual Cultural Feast, that focus on student success and community building. Communication goes out in both Spanish and English. Our advisory program also emphasizes communication with parents. All advisors call home at least once a month to discuss the student's progress. The bilingual school staff assists teachers by translating for the parents of ELLs.

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

3. We gather information about the needs of parents in several ways throughout the year. The needs of parents are evaluated by the Parents Survey distributed yearly. Also parent needs are assessed informally and formally during Parent Association meetings. The school's advisory program allows for teachers to form relationships with the parents of their advisees via monthly phone calls home, and meetings at the school when necessary. Parent needs are also evaluated by the advisors, who meet for weekly grade team meetings and discuss both

child and parent needs.

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

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

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) | | | | | | | | | | 3 | 0 | 0 | 1 | 4 |
| Intermediate(I) | | | | | | | | | | 7 | 3 | 3 | 4 | 17 |
| Advanced (A) | | | | | | | | | | 3 | 8 | 5 | 2 | 18 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 11 | 8 | 7 | 39 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | | | | 0 | 0 | 0 | 0 |
| | I | | | | | | | | | | 1 | 2 | 0 | 2 |
| | A | | | | | | | | | | 8 | 3 | 5 | 4 |
| | P | | | | | | | | | | 4 | 6 | 3 | 1 |
| READING/ WRITING | B | | | | | | | | | | 3 | 0 | 0 | 1 |
| | I | | | | | | | | | | 7 | 3 | 3 | 4 |
| | A | | | | | | | | | | 2 | 6 | 5 | 2 |
| | P | | | | | | | | | | 1 | 2 | 0 | 0 |

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

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

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Government | | | | |
| Foreign Language | | | | |
| 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

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

1. MHVP uses the Scantron Periodic Assessment, DAR and BRIGANCE literacy tests to assess the literacy skills of our ELLs in both English and Spanish. The data for the NYSESLAT scores shows that most of the students in the 9th grade are either advanced or proficient in terms of proficiency levels in Listening/Speaking (12 out of 13), while the majority (7 out of 13) are at the intermediate level in Reading/Writing. In the 10th grade 9 out of 11 students ranged in the advanced or proficient categories for Listening/Speaking while in Reading/Writing 7 are proficient or advanced. The 11th and 12th grades showed the same trends with most students ranging in the intermediate or advanced categories.

2. Looking at the patterns of modality based on the NYSESLAT the school needs to focus instruction on reading and writing in order to support all the grades. Further data analysis shows that our students struggle the most with reading. Many students also perform poorly on the listening section. We must move the 9th grade students from the intermediate level in reading and writing to the advanced level. We

many as 5 grades. Our pull-out ESL classes include instruction that will strengthen all four skills, with a focus on reading comprehension and listening. Scantron is administered three times a year in order to monitor student progress and set benchmarks for learning.

b. The results of the Periodic Assessment will be shared with all teachers by the School Leadership team. Targeted activities and instruction that can be used across the content areas, (such as vocabulary boxes, free-writes and reading strategies) will be shared with all of the teachers to ensure that ELLs have the opportunity to strengthen their literacy skills in all content areas.

c. The results of the Periodic Assessment have not yet been processed for this school year. We anticipate that the results will be similar to the NYSESLAT, and will assess the data in the same way. Individual student strengths in all modalities will be analyzed, and results will be shared. The Native Language is used to enhance instruction for our beginner ELLs. The overwhelming majority of our ELLs are more proficient in English Academic Language than they are in their Native Language, which is mostly used colloquially. We have ordered Native Language Books at all grade levels for students to read independently in order to enhance overall literacy.

5. N/A

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

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.

We found the push-in model to be ineffective for several reasons last year, and decided that the students would benefit more from a pull-out model. Unlike the push-in model, ELLs can now be grouped according to proficiency level, which allows the ESL teacher to target instruction in specific skills such as reading comprehension. ELLs also have increased focus and motivation in the small group setting, which is highly beneficial, as they are more apt to participate verbally by asking questions and sharing their thoughts. Pull-out classes also ensure that ELLs with IEPs, who show the least progress according to test results, are receiving ESL services.

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: 07X473

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: | \$258,598 | \$133,204 | \$391,802 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$2,586 | \$1,332 | \$3,918 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$12,930 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$25,860 | * | |

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

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

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

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

3. Instruction by highly qualified staff.

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

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - a. Inter-visitation between teachers, especially new hired teachers visiting more senior highly qualified staff.
 - b. Implementation of a professional development committee with representation of all content areas that will aim to meet the needs of all staff members.
 - c. Implementing a mentoring plan for new teachers with the help of the National Academy for Excellent Teaching advisor and other a math and science consultant. Implementation of common planning time and vertical and horizontal meetings.

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

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

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

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

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

N/A

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

With the support of the Columbia University Teachers College and our Empowerment Network, teachers will develop a tool to establish goals and benchmarks for individual students. In addition, teachers will receive training on Scantron Performance Series and Acuity in order to help them understand the results that are accumulated from this assessment and to plan instructional goals and objectives that will address the areas in which students are deficient.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Extended Day/Saturday Programs – Students will be able to attend extended day programs receive homework help for current courses where they are having difficulty to meeting the standards. Parents will be notified of this program so they can encourage students to attend. Additionally, Regents prep. classes are offered to students that need complete Regents graduation requirements.
 - RCT Prep classes for students with Individualized education plan.
 - English/Math Skills Classes – Students in the 9th grade will attend additional English and Math classes to help them build their literacy and numeracy skills. These classes will support the content students receive in their core English and Math classes.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Title one funds and Contract for Excellence funds will be utilized implement and develop to meet the needs of struggling student.
 - Utilize the services of our CBO, East Side House Settlement and the school clinic to develop programs for parents and students on nutrition health.

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 | Program Funds Are "Conceptually" ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|-------------|---|--|---|
|--------------|-------------|---|--|---|

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>(i.e., Federal, State, or Local)</i> | in the Schoolwide Program (✓) | | | <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|---|--------------------------------------|-----------|------------|--|---|------------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$217,222.32 | ✓ | |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$131,872 | ✓ | |
| Title II, Part A | Federal | | | ✓ | | | |
| Title III, Part A | Federal | ✓ | | | \$15,000 | ✓ | |
| Title IV | Federal | | | ✓ | | | |
| IDEA | Federal | ✓ | | | \$83,426 | ✓ | |
| Tax Levy | Local | ✓ | | | \$1,753,984 | ✓ | |