



QUEENS METROPOLITAN HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 28Q686
ADDRESS: 91-30 METROPOLITAN AVENUE, FOREST HILLS, NY
11375
TELEPHONE: 718-286-3600
FAX: 718-286-3601

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q686 **SCHOOL NAME:** Queens Metropolitan High School

SCHOOL ADDRESS: 91-30 Metropolitan Avenue, Forest Hills, NY 11375

SCHOOL TELEPHONE: 718-286-3600 **FAX:** 718-286-3601

SCHOOL CONTACT PERSON: Marci Levy-Maguire **EMAIL ADDRESS:** MLevyMaguire@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Debra Zampelli

PRINCIPAL: Marci Levy-Maguire

***UFT CHAPTER LEADER:** Evelyn Goldschmidt

***PARENTS' ASSOCIATION PRESIDENT:** Michael Carrone

***STUDENT REPRESENTATIVE:**
(Required for high schools) Nicole Kopczynska

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 403

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Juan Mendez

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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Marci Levy-Maguire	*Principal or Designee	
Beth Kuhlman	*UFT Chapter Chairperson or Designee	
Michael Carrone	*PA/PTA President or Designated Co-President	
Gail Lambert	Member/Assistant Principal	
	Member/Staff	
	Member/Staff	
Florinda Carrone	Member/Parent	
Debra Zampelli	Member/Parent	
	Member/Parent	
Nicole Kopczynska	Student Representative	
Anthony Blanchard	Student Representative	
Maria Agranovskiy	Student Representative	

* **Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

The instructional and extracurricular programs of Queens Metropolitan High School are designed to support students in answering three essential questions: *Who am I? Who do I want to be? How do I get there?* Our core values are integrity, creativity, and collaboration, and we focus on ensuring that all students receive instruction that supports appropriate learning goals for them, are integral members of the school community, are active participants in the learning process, and have multiple opportunities for success in school and beyond.

You will see our core values reflected at Queens Metropolitan High School in: an instructional program focused on real-world issues, faculty and staff members who know their students well and support each individually, diverse assessments of student learning, supportive relationships developed among school community members, multiple opportunities for student voice in the organization of the school, collaborations throughout the school community, and innovative demonstrations of teacher and student learning

Each child receives a well-rounded education that includes English, History, Math, Science, Language other than English (LOTE), Physical Education, Arts, Health, and a variety of elective courses. Through small learning communities, students receive the personal attention of a small school, while they also have the course choices and extracurricular activities of a larger high school. Each child's instructional program is designed to prepare him/her for a Regents or Advanced Regents Diploma and the college and career of his/her choice.

To develop 21st century skills, students participate in class work, activities, and field trips that support their abilities to collaborate, think critically and creatively, ask good questions, seek explanations, and communicate their understandings and processes. Students' schedules purposefully provide them with blocks of time in math/science and English/history so they can delve into challenging work thoroughly and thoughtfully, and technology (including Smartboards and related hardware and software, Blackboard (the school's online forum), laptop computers, wireless access in all instructional spaces and Vernier lab probes and software in the science and math classrooms) is infused throughout the school community

Through the Advisory program and their academic courses, QMHS students study and develop the knowledge, skills, and work habits of successful professionals. As upperclassmen, QMHS students will have the opportunity to earn college credit through College Now courses and other venues, participate in internships, and work with organizations that will support their future goals. Participation in extracurricular activities is strongly encouraged since these will support students' academic and social-emotional growth as well as help them develop valuable relationships. These sports, clubs, and activities will be developed based on student interest and will provide opportunities for student leadership throughout their entire high school career.

Queens Metro is an inclusive school in which all SLCs and classrooms are heterogeneously grouped. Each child is challenged, while also assisted by faculty, staff, and their peers. As a learning community of unique individuals, we grow together while we also develop our individual answers to the Queens Metro essential questions: *Who am I? Who do I want to be? How do I get there?*

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

Queens Metropolitan High School is a zoned school that includes students from both District 24 and District 28 within the zone. It was designed to support 250 students in each grade, though we currently have 411 students in our founding 9th grade, which currently constitutes the entire school.

Our November 1, 2010 register shows our student demographics data as follows:

- Male – 200 (48.66%); Female - 211 (51.34%)
- Ethnicity:
 - Asian/Pacific Islander – 72 (17.52%)
 - Hispanic 138 (33.58%)
 - Black – 28 (6.81%)
 - White – 173 (42.09%)
- ELLs – 8 (1.95%)
- SPED:
 - Integrated Co-Teaching – 27 (6.57%)
 - Special Class – 7 (1.70%)
 - SETSS – 21 (5.11%)
 - District 75 Inclusion – 5 (1.2%)

We are not eligible for Title I funding, but our students fall into every category of socioeconomic status, and, though our school is zoned, this year's 9th grade class comes from over 50 different middle schools, including public, private, and parochial schools. ELA and math scores from middle school indicate that fewer than 5% of our students perform at the lowest levels (below 2), though approximately 45% of our students perform below proficient levels. At the other end, approximately 5% of our students perform at level 4 or higher, and over 10% of our students earned high school credit and/or passed a Regents exam in middle school.

This founding year requires us to not only build our own school culture, but also to differentiate for our diverse learners, to provide professional development to support our faculty and staff to best address our students' strengths and needs, to introduce ourselves to the community and vice versa, and to develop a professional learning community of adults. Challenges to improvement in these areas are the time and effort required to address new building issues, difficulty obtaining required resources (due to the late opening of the building), and having to develop systems while we must, at the same time, continue to run the school. We do, however, have the benefit of an invested parent body, students and faculty/staff excited about founding this school together, and brand-new facilities and resources that, once we have them, can be amazing resources to support teaching and learning systems school-wide.

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **During the 2010-2011 school year, at least 80% of students will earn at least 11 credits.**
2. **Teachers will develop collaborative teams within and across content areas that focus on designing engaging, rigorous, and coherent curricula.**
3. **Teachers will gather and analyze data to identify individual student strengths and areas of need as well as patterns within small learning communities.**
4. **Ninth grade students and their parents will be engaged in decision-making and be actively involved in the school community.**
5. **Youth development services, Advisory, and partnerships will be integrated school-wide to develop the academic and personal growth of students based on school's essential questions: “Who am I? Who do I want to be? How do I get there?”**

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, at least 80% of students will earn at least 11 credits.</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>	<ul style="list-style-type: none"> • Program all students for 16-18 credits in 2010-2011. • Regularly collect and analyze data on each student to develop goals for students and to differentiate instruction. • Develop instructional interventions such as school to home communications, after school tutoring, counseling, metacognition support, interdisciplinary activities, and providing mentoring opportunities. • Using technology to differentiate content, process, and product; provide resources for students to strengthen knowledge and skills both individually and collaboratively; assess student understanding on a regular basis. • Use Black Board to provide access to instructional resources in a variety of formats, to provide collaboration opportunities (i.e.- wikis, blogs, online journals, discussion boards and chats), to provide immediate feedback on online assessments and regular feedback on other assessments, to provide communication opportunities between all members of the school community. • Analyze all students’ prior data to inform programming. • Analyze Scholarship Reports for trends in student progress and performance within and across Small Learning Communities and to guide professional development for individual and small groups of teachers. • Provide open access to interesting and relevant library resources in a variety of formats. • Include 6 marking periods per year.

<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>	<ul style="list-style-type: none"> • QMHS has two full-time Guidance Counselors and one ATR Guidance Counselor • 25 full-time teaching faculty (including Special Education and the arts) • School Messenger program to communicate with parents • Blackboard license (online platform) • Full-time Librarian/Media Specialist
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student programs reflect courses worth 16-18 credits • Scholarship Reports reflect high passing percentages across content areas • Collaborative planning time is used to collect and analyze student data • Lesson and unit plans and observations of classroom instruction reflect differentiated student goals, content, process, and/or product, as well as strategies and ideas presented during professional development sessions • Instructional technologies (including SMART technologies and Blackboard) are utilized by faculty/staff to provide instructional resources and communications to support student progress and performance • Library is regularly utilized by small learning communities • Blackboard is updated daily • Parents receive formal report cards six times during the school year

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will develop collaborative teams within and across content areas that focus on designing engaging, rigorous, and coherent curricula.</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"> • Core subject teachers have 3-4 common preparation periods throughout the week to integrate lesson plans. • All students will use acquired knowledge from one discipline and apply it to another subject area specifically in the areas of English and Global History and Math and Physics. • Core subject teachers will use their collaborative planning time within and across

	<p>content areas to examine and discuss key standards, examine student work, analyze student data, and share instructional strategies.</p> <ul style="list-style-type: none"> • Faculty and staff will be provided with professional development within and outside of school to support their understanding of the Common Core Standards as well as the core curricula for content areas and the Arts Blueprint. • Demonstrations of Learning will be held at least two times a year in December and April, during which students will exhibit their work and be available to discuss the knowledge and skills they have developed and they and their teachers will demonstrate how their classroom experiences shaped their progress and performance.
<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>	<ul style="list-style-type: none"> • Math/Physics and English/History partners are scheduled so they can collaborate and do peer observations of each other • Professional periods include collaborative planning time for teachers and prep periods are scheduled so teachers can meet within SLCs and in content-area teams • Professional development funds used to support teachers in examining Core Standards, content-area standards, and standards-based instruction • Inquiry Team work will focus on students' development of key knowledge and skills and the teachers' work to help them progress
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Common core state standards and content-area core curricula are analyzed and discussed in collaborative teams and with our CFN. • Each Small Learning Community (SLC) are held at least two Demonstrations of Learning throughout the school year in which student work, and the accompanying assignments, will be exhibited and discussed with the school community. • Student work demonstrates evidence of common core state standards and interdisciplinary understandings • Students' art exhibits/performances demonstrate implementation of the Arts Blueprint and support knowledge and skills developed in core content areas. • Teachers and staff are provided with in-house and external opportunities for professional development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, teachers will gather and analyze data to identify individual students’ strengths and areas of need as well as patterns within small learning communities</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>	<ul style="list-style-type: none"> • Faculty and staff will be provided with professional development on data collection including but not limited to Acuity, informal assessment, practice Regents examinations analysis and developing data-driven instructional strategies. • Interim assessments and other data will be examined within and across Small Learning Communities weekly and trends will be recorded and addressed through instruction. • Regularly collect and analyze data on each student to develop goals for students and to differentiate instruction. • Analyze Scholarship Reports for trends in student progress and performance within and across Small Learning Communities and to guide professional development for individual and small groups of teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Professional development funds, collaborative planning time, and/or required professional development days will be used to support data analysis and data-driven instruction • Data Specialist and Testing Coordinator will support teachers in analyzing interim assessment and other data during collaborative planning times • Advisors serve as primary points of contact for students and their families to develop overall and content-area goals • Scholarship Reports are examined by Guidance Counselors and administrators, and professional development funds will be used to support follow-up work with individual and small groups of teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Small Learning Communities regularly collect and analyze data • Teachers use data to drive differentiation of content, process and/or product in their classes • Math Enrichment and English Enrichment activities are differentiated based on individual students’ strengths and challenges

- | | |
|--|--|
| | <ul style="list-style-type: none">• Student groupings within classrooms reflect teachers' understanding of students' strengths and challenges |
|--|--|

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, 9th grade students and their parents will be engaged in decision-making and be actively involved in the school community.</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>	<ul style="list-style-type: none"> • The Queens Metro Student Council, whose members have been selected through the Advisory system, meets weekly for one hour • The Student Council members in each Small Learning Community will share out the meeting minutes and will gather suggestions and issues from students during monthly Grade Team meetings. • The Parent Coordinator communicates with parents via email and backpacking notices. • The Parent-Teacher Association holds meetings the first Wednesday evening of each month. • School Leadership Team meets once monthly on the first Wednesday evening consisting of twelve (12) members. • School messenger system informs parents of student attendance, lateness, academic reminders and school events.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Full-Time Parent Coordinator • Weekly Grade Team meetings during morning Advisory program • School Messenger System (OTPS) • SLT meetings scheduled between Student Council meetings and PTA meetings (Wednesdays)

Indicators of Interim Progress and/or Accomplishment

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

- **Student Council members are elected within each Advisory**
- **Student Council meets at least monthly with Principal**
- **Student Council meeting minutes are shared within Small Learning Communities**
- **Parent-Teacher Association meets regularly with the Principal**
- **Parent-Teacher Association meeting minutes reflect collaboration with Principal**
- **Parent Coordinator communicates with parents via email and backpacking notices.**
- **School Leadership Team has developed the CEP and regularly makes appropriate amendments, discusses school expenditure and informs leadership decisions involving school initiatives**
- **School messenger system informs parents of student attendance, lateness, academic reminders and school events.**

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, youth development services and partnerships will be integrated school-wide to accelerate the academic and personal growth of students.</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>	<ul style="list-style-type: none"> • Guidance Counselors, teachers, and other staff members collect data on students’ strengths, challenges, and interests, and weekly Community Meetings offer students opportunities to hear from speakers about their careers and education. • Speakers represent various organizations and school partners, and, when possible, they speak with individual or small groups of students who show a particular interest in their fields of expertise. • Partnerships with external organizations such as Queens College, New York Hall of Science and the Urban Park Rangers develop and strengthen throughout the year to differentiate support for students’ varied interests, knowledge, and skills. • Utilize PENCIL to serve as mentor to students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use at least one teacher’s professional period for Community Meeting planning • Schedule weekly Community Meeting for each SLC in which speakers can speak to students
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students use Advisory to inform the Student Council of their interests and needs so that appropriate services and partnerships are formed and strengthened • Discussions of students’ strengths, challenges, and interests during collaborative planning time • Student and faculty/staff outreach to partner organizations and individual speakers • Students participate in Urban Park Ranger program

- | | |
|--|---|
| | <ul style="list-style-type: none">• Queens College community members will act as speakers and provide educational resources• Students work with PENCIL mentor• New York Hall of Science will provide opportunities for fieldwork |
|--|---|

REQUIRED APPENDICES TO THE CEP FOR 2010-201

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. 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 (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	404	404			22			
10								
11								
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.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	English Enrichment course 3x per week during school day → course includes focus on foundational knowledge and skills required to be successful across content areas in high school and college, differentiated assignments for students based on diagnostic and formative assessments, peer tutoring, small group work and one-on-one tutoring
Mathematics:	Math Enrichment course 2x per week during school day → course includes focus on foundational knowledge and skills required to be successful in high school and college math, differentiated assignments for students based on diagnostic and formative assessments, peer tutoring, small group work and one-on-one tutoring
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Mandated counseling sessions to explore social-emotional well-being and effects on academic success.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Queens Metropolitan High School utilizes our blue card and Home Language survey data to determine parents' preferred language. As often as possible, we utilize the diverse language skills of our faculty/staff. When needed, we call upon the NYCDOE Translation and Interpretation Unit to translate handouts and/or conversations between the school and parents. Our School Messenger system can also be programmed to translate phone messages automatically.

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

Our current needs are few, since the vast majority of our students speak English as their home language. For those who do not, many speak Spanish, and we have enough faculty/staff members to meet the needs of our school community in terms of translating verbally. As we grow, we will see improvement in our ability to plan and translate written documents more efficiently. These findings have not yet been reported to the school community.

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.

Written translation services will be provided by in-house faculty/staff as often as possible, with support from parent volunteers.

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.

For those who speak Spanish, we have enough faculty/staff members to meet the needs of our school community in terms of translating verbally. We are currently working on finding supports for some of our more rare languages.

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>.

QMHS provides forms on which parents can point to the language they speak with a phone number for the NYCDOE Translation and Interpretation Unit during conferences.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
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: _____
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 – NOT APPLICABLE TO NEW SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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 (<input checked="" type="checkbox"/>)	Page #(s)
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						

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new 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

NOT APPLICABLE

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

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

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

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

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

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

School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

Dear Selection Committee,

We are extremely excited to submit this proposal for the creation of the Metropolitan Avenue High School, a school designed to serve the needs of all students in the community. Our core values are integrity, creativity, and collaboration, with a focus on ensuring that all students receive instruction that supports appropriate learning goals for them, are integral members of the school community, are active participants in the learning process, and have multiple opportunities for success in school and beyond.

You will see our core values reflected at Metropolitan Avenue High School in:

- an instructional program focused on real-world issues
- faculty and staff members who know their students well and support each individually
- diverse assessments of student learning
- supportive relationships developed among school community members
- multiple opportunities for student voice in the organization of the school
- collaborations between teachers, students, and external partners
- innovative demonstrations of teacher and student learning

The Application Portfolio was developed through the collaboration of a diverse planning team that included public and private school educators, the founder of an inclusive high school in Queens, a leadership development specialist, an education data specialist, parents of inclusion students, a former principal, special educators, and arts professionals. Among us, we have all played many roles in the lives of children and in schools, and we began our work together by using a modified protocol to develop a common goal: to create an educational context with systems, structures, and people to support each individual child while promoting social justice and equity through education.

Members of the team reached out to our social and professional networks for ideas and best practices, visited the Queens High School of Teaching, met with the Office of School Redesign to learn more about small learning communities, attended professional development sessions coordinated by the Office of Portfolio Planning, examined graduation and instructional time requirements for general education and special education students, and communicated with educational and community-based organizations to discuss possible collaborations.

Lastly, we drafted the components of the application portfolio and examined each with our diverse lenses to ensure that we were speaking with one voice, that the proposal reflected our core values and best practices, and that we were creating a school to which we would all want to send our own children.

In our proposed Metropolitan Avenue High School, every student will be a teacher and a learner, an individual and a teammate, and a presenter and an audience member. As a team, we made sure that we played all those roles too. We appreciate your consideration of our proposal.

Sincerely,

Marci Levy-Maguire, Aspiring Principal

Project Name	Marci Levy-Maguire's Proposed High School		
School Level	High School	School Leader	Marci Levy-Maguire
Temporary Phone #	917-626-1917	School Leader Email	MLevyMaguire@schools.nyc.gov
Grades '09-'10	9	Grades at Scale	9-12

Description:

- **A neighborhood zoned school designed to meet the needs of each student in the community.**
- **Each child will receive a well-rounded education that includes English, History, Math, Science, Second Language, Physical Education, Arts, Health, and a variety of elective courses.**
- **Students will receive the personal attention of a small school from dedicated faculty and staff in two small learning communities, while they will also have the course choices and extracurricular activities of a large school.**
- **Extracurricular programs and Sports will be available and highly encouraged, including (in the first year): Student Council, Drama Club, Choir, Community Service Club, Soccer, Basketball, and Volleyball. (*Additional activities will be added based on student interests.)**
- **Each child's instructional program will be designed, in consultation with families, to prepare him/her for a Regents Diploma or an Advanced Regents Diploma and the college and/or career of their choice.**
- **Faculty and staff will be trained to support learners of all ability levels, and they will engage parents in ongoing conversation about how to best support their child's academic and social-emotional needs.**
- **Each child will work with an Advisor, a Guidance Counselor, and their teachers to develop short-term and long-term goals, as well as strategies to meet his/her goals.**
- **This setting will include all children and will provide multiple opportunities for students to work collaboratively to research and address real-world issues, then present what they have learned to diverse audiences.**
- **Students will study and develop the knowledge, skills, and work habits of successful professionals through their instructional programs.**
- **Student learning will be assessed and presented in diverse formats.**
- **Multiple opportunities for student voice in the organization of the school.**
- **Potential external partnerships: New York Hall of Science, Camp Broadway, Boys & Girls Club, Forest Hills Hospital**
- **Potential higher education partnerships: Queens College, Columbia University, City University of New York**
- **Students will be able to earn college credit through College Now courses in the upper grades.**
- **Technology will be integrated in all subject areas.**
- **The administrators and faculty will know each child well and will work with them and their families to develop an inspirational, appropriate educational program that supports their strengths and needs.**

Our Instructional Philosophy

- Every child deserves an education that inspires him/her to be a lifelong learner and an active member of the community.
- High school should prepare each child with the academic and social-emotional knowledge and skills they need to be successful adults.
- To develop these skills, students participate in classwork, activities, and field trips that support their abilities to collaborate, think critically and creatively, ask good questions, seek explanations, and provide explanations.
- Curricula that are relevant to students' lives and connected across disciplines will support students' progress, performance, and feelings of self-worth.
- Small learning communities provide opportunities for teachers to personalize each student's experience.

9th Grade Courses

- Conceptual Physics
- Integrated Algebra
- English Language Arts I & II
- Global History
- Arts (Music, Visual Arts, Film, and Theatre)
- Second Language
- Dance or Martial Arts
- Health
- Advisory

– 13.5 credits in your freshman year!
(Of a required 44 credits for graduation)



Metropolitan Avenue High School

A brand-new high school designed to serve the students and families of the local Queens community

www.metropolitanavenuehighschool.org



*Accepting 9th graders for
2010-2011
from
Districts 28 and 24*

Metropolitan Avenue High School
87-01 69th Avenue, Forest Hills, NY
(917)626-1917
Principal: Marci Levy-Maguire
MLevyMaguire@schools.nyc.gov



Partnerships

New York Hall of Science

Forest Hills Hospital

Camp Broadway

United Neighborhood Houses

Columbia University

CUNY

Queens College

Boys & Girls Club



School Facts

- A neighborhood zoned school designed to meet the needs of each student in the community.
- Each child will receive a well-rounded education that includes English, History, Math, Science, Second Language, Physical Education, Arts, Health, and a variety of elective courses.
- Students will receive the personal attention of a small school from dedicated faculty and staff in two small learning communities, while they will also have the course choices and extracurricular activities of a large school.
- Extracurricular programs and Sports will be available and highly encouraged
- Each child's instructional program will be designed, in consultation with families, to prepare him/her for a Regents Diploma or an Advanced Regents Diploma and the college and/or career of their choice.
- Each child will work with an Advisor, a Guidance Counselor, and their teachers to develop short-term and long-term goals, as well as strategies to meet his/her goals.
- Students will study and develop the knowledge, skills, and work habits of successful professionals through their instructional programs.
- College credit can be earned through College Now courses.
- Technology integration school-wide.



Sports & Extracurricular Activities

Soccer

Basketball

Community Service Club

Drama Club

Volleyball

Student Council

Earth Club

Choir

Peer Tutoring

*(*Additional activities will be added based on student interest)*



SCHOOL DIRECTORY PAGE

<p style="text-align: center;">Important Admissions Information</p> <p>Eligibility: (Choose One)</p> <p>✳ Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p>● Other:</p>	<p style="text-align: center;">School Overview</p> <p>In Their Own Words: (500 Characters Maximum) Metropolitan Avenue High School is designed to meet the needs of each student. Two small learning communities ensure that students receive the personal attention of a small school with the benefits of a large school. Students’ programs prepare them for a Regents or Advanced Regents Diploma and the college and/or career of their choice. Field work with career professionals helps students develop the knowledge, skills, and work habits needed to be successful adults. In this inclusive environment, we support learners of all ability levels and engage families in ongoing conversation.</p>
<p>Special Education Services (Check all the apply):</p> <p>✳ SETSS</p> <p>✳ Self-contained</p> <p>✳ Collaborative Team Teaching</p> <p>● Special Class for Hearing Impaired</p>	<p>Partnerships in the first year</p> <ul style="list-style-type: none"> ▪ Community-based Organizations: Queens Community House ▪ Hospital Outreach: Forest Hills Hospital ▪ Cultural/Arts Organizations: Camp Broadway, ▪ Not-For-Profit: New York Hall of Science, Boys and Girls Club ▪ Other:
<p>ELL Programs (Check all that apply):</p> <p>✳ ESL</p> <p>● Bilingual Programs:</p> <p>● Dual Language Programs:</p>	<p>Courses & Program Highlights</p> <p>Programs: Small Learning Communities – Imagination & Integrity and Creativity & Character; Interdisciplinary Conceptual Physics/Integrated Algebra and English Language Arts/Global History courses; College Now</p> <p>Languages: Spanish, French, Latin, and Chinese through interactive, computer-based software (Power Speak)</p> <p>Advanced Placement Courses: None</p>
<p>Enrollment:</p> <p>Total Students per grade: 250</p> <p>Grades Served in year 1: 250</p> <p>Grades Served at Scale: 1000</p>	<p>Extracurricular Activities in the first year:</p> <p>Leadership & Support: Student Council, Student-Faculty Judiciary Committee, Community Outreach Committee, Community Meeting Planning</p> <p>Academic: Peer Tutoring Program</p> <p>Artistic: Performing Arts Club, Film Club, Visual Arts Club</p> <p>Clubs: Students for Sustainability</p> <p>School Sports: Basketball, Volleyball, Soccer, Baseball</p>

Dear Mr. Signorello,

Hello! My name is Marci Levy-Maguire. I am an Aspiring Principal with the New York City Leadership Academy, and I am proposing a new high school for the brand-new Metropolitan Avenue campus. Both the local school community and I are invested in ensuring that all students receive a comprehensive education that prepares them for the college and/or career of their choice, and I am hoping that the New York Hall of Science will be willing to support our efforts by providing learning and professional opportunities for our students and faculty. As a former marine biologist, science teacher, and professional developer for science teachers, I truly believe that authentic science experiences provides multiple entry points for learners of mixed abilities and interests, while it also supports the development of fundamental knowledge and skills that are important in all disciplines.

In the schedule we are proposing, we have created two-hour blocks of time, three days a week, for math/science in 9th-11th grades, beginning with Conceptual Physics in 9th grade, moving on to Chemistry in 10th grade, then Living Environment (with a focus on the Regents for everyone and the SAT II for some). In their senior year, students will have the choice of various science electives, including BioEthics, Marine Biology, and College Now courses so they can earn college credit during high school.

My hope is that the Hall of Science will not only be a resource for classes and individual students to interact with your exhibits and speak and/or work with HoS scientists, but will also be a primary resource for the professional development of our faculty both within our school and on-site at HoS. Specifically, our math and science teachers will need support developing and implementing standards-based, interdisciplinary curricula, differentiating math and science instruction for all learners, creating effective field experiences for students, and focusing on the big ideas in science, math, and technology. Our entire faculty could also participate in professional development on inquiry-based learning, using artifacts and media effectively as instructional tools, and constructivism.

We are also very interested in the idea of having scientists-in-residence who could share their research goals, practices, and findings with the school community, work with teachers and students in and out of their classrooms, and engage students in the actual *doing* of science.

I hope this partnership sounds like something that meets the goals of the New York Hall of Science and could be effectively supported by your staff. If you are interested in discussing this further, I can be reached via email (MLevyMaguire@schools.nyc.gov) or phone (917-626-1917) any time. I look forward to hearing from you and hope we can work together to support the students and teachers of New York City.

Sincerely,
Marci Levy-Maguire

Dear Students and Families,

Welcome to your new school! On behalf of the entire faculty and staff, I thank you for choosing Metropolitan Avenue High School and for welcoming us to the neighborhood. We feel very lucky to be a part of this community, and we all look forward to working with you as we create a learning environment that supports each of your strengths and needs.

As the mother of a toddler, one question I constantly ask myself when I think about this school is, “What would I want a school to provide for *my* daughter?” While the list was pretty extensive, I really want a school that will support her to:

- Take joy in the teaching and learning process
- Prepare her for life as an adult
- Learn more about who she is and who she wants to be
- Make good choices
- Think critically and creatively
- Have confidence in her abilities to express herself and back up what she says or writes
- Work collaboratively
- Be comfortable speaking and performing in front of groups
- Learn how to ask good questions and seek explanations
- Explore the world and her ideas
- Be an active member of the community
- Learn from lots of people and resources, not just teachers
- Be an educational and social resource for other people
- Feel good about getting and giving feedback on work
- Receive a well-rounded education that includes Science, Math, English, History, Second Language, Physical Education, Arts, and Health

As I worked on the schedules, hired faculty and staff, reached out to organizations to partner with the school, and developed an instructional program, I kept this list in mind and hope you will see evidence of it in your daily experiences in Metropolitan Avenue High School. For example, our morning Community Meeting is designed to engage students in their work by learning about the work of career professionals (from our partner organizations and other establishments) and how they got to be where they are, presenting the projects they have done in their courses, watching or participating in performing and visual arts productions, or having small group discussions about current concerns in the local or global community. The programs for these meetings will be determined collaboratively by students and faculty and should reflect students’ interests as well as be connected to their coursework.

Each student’s instructional program will be designed, in consultation with families, to prepare him/her for a Regents Diploma or an Advanced Regents Diploma and the college and/or career of their choice. You will each work with an Advisor, a Guidance Counselor, and your teachers to develop short-term and long-term goals, as well as strategies to meet those goals. Our goal is to communicate regularly with both students and parents about their progress and performance, so we have planned a number of events designed to support open communication, including a Curriculum Night (teachers will share their curriculum and student work with parents), Transcript Night (advisors will discuss each student’s transcript, diploma options, and post-high school opportunities with families), and Open School Night (parent-teacher conferences). In addition, so we can get to know each other a little better on a more informal basis, we will be having a Welcome Dinner this month (invitation to arrive shortly).

The entire faculty and staff are very excited to meet you, and we look forward to our first year together. We have the opportunity to create the school culture we want to see for ourselves and each other, so let’s talk to each other and share our ideas. Remember, this is your school, and we are here to work with you. If you have any questions or comments, please call or email at your convenience. Enjoy the last few days of summer!

Sincerely,
Marci Levy-Maguire
Principal, Metropolitan Avenue High School

Dear Metropolitan Avenue High School Students,

Welcome to your brand-new school! I am extremely excited to be able to share this beautiful building and school community with you, and I look forward to us getting to know each other and celebrating our individual and team successes over the next four years. The entire faculty, staff, and I have worked hard to create a schedule, activities, curricula, lessons, et cetera that will support you in developing the knowledge, skills, and work habits you will need to be successful adults. However, it is important that you realize that nobody *really* knows what those are! Ask your parents (or me!) about how their high school experiences prepared them to be able to use the internet, or if, when they were teenagers, they ever thought they would be able to text or call someone on a cell phone from wherever they are in the world. For me, at least, the idea that technology would be so important in my future was beyond my imagination. The most technological device I used in high school was an electric typewriter!

However, my high school education did provide me with the skills and the desire to be a life-long learner, the ability to think about big ideas and work through the important details, and the power to adapt to new situations. If, by the time you graduate from Metropolitan Avenue High School, you feel the same way, I will feel that I have done a good job.

So, what does this mean for your every-day life at school? It means that you will be addressing real-life issues in class and working through complex problems with your classmates. It means that you will use a variety of resources (people, books, newspapers, films, websites, simulations, and more) to gather information and make meaning of it. It means that you may be asked by any of the school community members about what you are learning, why it is important, and how it connects to other things you are doing and learning. It means that you will be introduced to people who will introduce you to new ideas and possibilities, and you will be encouraged to learn more about the things that interest you. In short, this is your school, and you can make it great!

There are some big differences between middle school and high school. Here, the focus is on helping you become the adult you want to be. You will set goals (with our help) and we will help you reach them. You will demonstrate an interest in something, and we will help you explore it. We will visit colleges with you, introduce you to career professionals, attend performances with you, do martial arts, and tour businesses with you. In return, however, we expect that you treat your classmates, the faculty and staff, visitors, the building, and anything and everything else in the school community with respect and compassion. We are all working on our own, unique goals, and none of us is perfect. However, if we work together, we can support each other to do our best and maybe even set new goals.

One of my principal goals is to create an environment in which we all feel safe, supported, and welcome. It is extremely important to me that each of you is able to enjoy your experiences here and feel motivated to try new things and test different ideas. I will need your help in achieving this goal, but I hope you will each see the importance of doing your part. This culture of the school will reflect the choices you make, and I know that you want the local community, New York City, and the world to see you at your best.

Within your small learning community (SLC), you will get personalized attention from your faculty and staff. The names for each SLC, Imagination & Integrity and Creativity & Character, reflect our school's values and provide unifying themes for the work within each SLC. As you work with your fellow students, faculty and staff in your SLC, you will develop close relationships and find new resources for support. The faculty and staff within your SLC will know you well and will be there to motivate and support you. They will collaborate to ensure that all of your classes are relevant and connected, and they will include you in planning exciting activities, field trips, and speakers for you based on your interests.

Metropolitan Avenue High School offers us the opportunity to create the world we want, so let's get started! I look forward to a wonderful four years with you.

Sincerely,
Marci Levy-Maguire
Principal, Metropolitan Avenue High School

In accordance with the New York City Discipline Code, the expectations of Metropolitan Avenue High School are that each student will:

- Respect the dignity and equality of others
- Be present, prompt, and prepared
- Be polite, truthful, and cooperative
- Respect school property and property of others
- Only bring personal items to school that do not interfere with the learning environment
- Follow school regulations when entering and leaving the school building
- Support each student's right to learn
- Be polite, courteous, and respectful toward others
- Help maintain a school environment that is safe for the entire community
- Share information with faculty and/or staff if it might endanger others
- Promote good human relations school-wide and within your SLC
- Provide positive leadership
- Collaborate with faculty and staff to develop academic and extracurricular programs that support diverse learners
- Observe ethical codes of responsible journalism
- Communicate appropriately in speech, writing, and other media
- Assemble in a peaceful manner and respect the decision of students who do not wish to participate
- Dress appropriately for school activities
- Inform your parents of school-related matters

As high school students, you are now expected to be more responsible for yourselves and to be held more accountable for your actions. To help you make positive choices, we will focus on keeping you interested and engaged in your academic work. In addition, we have put the following programs in place to help you remain aware of your behaviors and the effects they have on others and yourself:

- Advisory
- Peer mediation
- Guidance groups
- Peer buddy program

In the event, however, that someone makes a poor choice that disrupts our positive school culture, consequences are inevitable. The New York City Discipline Code (which will be reviewed with you soon in Advisory) outlines a Student Bill of Rights & Responsibilities, a “range of possible disciplinary responses”, and a “range of possible guidance interventions” for specific “infractions – insubordinate behaviors”. In some cases, such as fighting or bullying, the minimum disciplinary response is a principal's suspension. For others, there are more choices to be made by the school, and input will be provided from your small learning community about the extent of the consequence for each action.

Our goal is to support each student in achieving academic and life goals, not to punish students for inappropriate behaviors. We would much rather work through challenges with you before you make a choice you might regret, so we strongly urge you to reach out to your fellow students, faculty and/or staff to discuss your feelings and think through possible alternative options. Many people are here to support you, and we all care about your success.

As you move from 9th through 12th grade at Metropolitan Avenue High School, it is expected that you will have developed knowledge and skills to build on in each successive grade. These include not just “academic” knowledge and skills, but also your 21st century skills that may not be apparent on a Regents exam or an interim assessment. For this reason, each grade-level will have an exit project that will be performance-based and will ask you to demonstrate the knowledge and skills you have developed in your courses that year.

9th Grade

In 9th grade, the focus is on developing foundational knowledge and skills. Some of you may be wondering why you are scheduled for Conceptual Physics, which many schools do not offer. There are two main reasons for this. The first is that, in this course, you will be immersed in the scientific process and the fundamental principles of science so you will be prepared for more advanced sciences and a deeper understanding of the big ideas of science. The second is that we want to develop the connections between math and science more fully at Metropolitan Avenue High School, so we have developed a course that supports the Integrated Algebra course and Regents exam you will be taking in June.

Your 9th grade project: With a partner, you will create an exciting, engaging, and informative presentation/performance for elementary school students to teach them about a Conceptual Physics unit you have studied, including all of the related Integrated Algebra knowledge and skills you developed in that unit. Examples of presentation/performance formats may include: a comic book, a film, a puppet show, a musical theater production, Anime, a storybook, a visual art collection, or a dramatic interpretation of the life and discoveries of a scientist.

10th Grade

In 10th grade, you will be building on the skills you developed during your freshman year, and you will be expected to use a greater variety of resources to explain increasingly abstract ideas. At the end of your 10th grade year, you will be taking the Global History Regents exam, which requires you to respond to data-based questions (DBQs) and write extensive essays.

Your 10th grade project: In groups of three, you will determine a global “big idea” of the current year and create a portfolio of documents that provide evidence of this idea, analyses of these documents, explanations of how your group worked together to develop your idea, Regents-like questions (that you will create) based on this big idea, and responses to each of the questions you create. These portfolios will be presented to the school community, and you will receive feedback from your classmates, teachers, and other school community members on your work.

11th Grade

In 11th grade, you will be focusing on what your plans are after you graduate high school. You will be making more individual decisions about your coursework and your life, and you will be taking on more leadership roles throughout the school. You may be wondering about the decisions other people have made in their lives and how those decisions led them to do what they are doing or create what they have created as adults. At the end of this year, you will also be taking the English Language Arts Regents exam, which requires you to read, write, speak and listen.

Your 11th grade project: Individually, you will create a multi-media autobiography that requires you to examine works of literature, find writings from different time periods that you connect with and/or have helped you determine your identity, then create a multi-media presentation that includes Regents-style responses and in which you read, write, speak, and listen. Projects will be presented to the entire school community, and you will receive feedback from various members of the community.

12th Grade

In 12th grade, you will be determining your path to adulthood. You will be applying to colleges and/or for work opportunities and figuring out how to market yourself as a unique individual with distinctive qualifications. Your coursework will be different from that of your friends because you will choose a schedule that supports you in reaching your own, personal goals. You will each participate in a Senior Seminar program in which you will explore your interests and prepare you for your post-high school life.

Your 12th grade project: Individually, you will create a presentation for what you learned from your Senior Seminar experience. You will create different versions of your presentation/performance because you will present to diverse audiences, including the school community, hospital patients, college students and professors, and/or pre-school students. You will reach out to organizations to find audiences for your presentation/performance, and you will develop print and other materials to support mixed abilities and learning styles.

Metropolitan Avenue High School: General Education Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30am	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
8:35-9:35am	Arts	Arts	Physical Education	Physical Education	Arts
9:40-10:40am	Integrated Algebra	Integrated Algebra	Integrated Algebra	English	English
10:45-11:45am	Conceptual Physics	Conceptual Physics	Conceptual Physics	Global History	Global History
11:50-12:35pm	Conceptual Physics Lab	Advisory/DEAR	Advisory/DEAR	Advisory/DEAR	Advisory/DEAR
12:40-1:25pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-2:30pm	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	English	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)
2:35-3:35pm	Second language	Second language	Global History	Second language	Second language
Note: Arts includes a rotation of performing arts, visual arts, film, music, and dance (as presented in the Arts Blueprint)					

Metropolitan Avenue High School: Special Education Student Schedule (Full inclusion)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30am	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
8:35-9:35am	Arts	Arts	Physical Education	Physical Education	Arts
9:40-10:40am	Integrated Algebra	Integrated Algebra	Integrated Algebra	English	English
10:45-11:45am	Conceptual Physics	Conceptual Physics	Conceptual Physics	Global History	Global History
11:50-12:35pm	Conceptual Physics Lab	Advisory/DEAR	Advisory/DEAR	Advisory/DEAR	Advisory/DEAR
12:40-1:25pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-2:30pm	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	English	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)	Health (1 st sem.)/ Dance or Martial Arts (2 nd sem.)
2:35-3:35pm	SETSS	SETSS	Global History	SETSS	SETSS
3:40-4:17pm	Extended day: Math support	Extended day: Science support	Extended day: English support	Extended day: History support	

Summer Orientation Focus: Developing a community

Day #1

- Meeting together as a whole school for a brief introductory meeting to hear about the new school and its mission
- Divide into advisory groups with the goal of building a sense of teamwork and trust through physical and creative challenges
 - Name Game – Advisory sits in a circle and introduce themselves by saying their first name and something they like that starts with the same first letter. After everyone has participated, they stand in a circle and throw a beach ball to someone whose name they know.
 - The Helium Stick – a challenge that requires strong focused teamwork. Examine as a group what was required to accomplish the task.
 - Group Norms Development: Based on earlier activity, draft norms (to be re-visited) for the Advisory to work together. SLC does a Gallery Walk to see what norms all Advisories came up with.
- Problem-solving activity: Each student within an advisory is given a card and told that, silently, the group needs to get into sub-groups based on their cards. After the activity, the group debriefs on how they felt during the activity, who they bonded with, what communication strategies they used, why they did what they did, etc.
- Closing in individual advisory groups – What did we learn today about ourselves and our Advisory group?
- SLC faculty and staff debrief on what they learned today

Day #2

- In Advisory:
 - Connections – connecting students’ thoughts to the work they are going to do today
 - I am From...activities - After reading the poem *Where I’m From*, by George Ella Lyon, students each write their own *I am From...* poem outlining their personal stories. Students read their stories aloud, then they develop a group poster that demonstrates “Who We Are”
 - Review of high school graduation requirements and student schedules
 - School tour
 - In SLCs: Advisories share out their “Who We Are” posters; Teachers share their own “I am From...” poems and “Who We Are” poster (that they created during professional development)
 - Whole School Community - Welcome Dinner for all students and parents with representative dishes from students’ different cultural backgrounds, sharing of advisories’ group stories and musical presentations, and closing remarks from Principal
-

10 criteria that are most important in selecting Metropolitan Avenue High School teachers:

- Demonstrated commitment to professional growth
- Demonstrated success of effective communication with colleagues, parents, students, etc.
- Demonstrated success of working collaboratively with colleagues and parents/caregivers
- Experience in differentiating instruction for all students, including special education and English Language Learners

- Use of differentiated instructional techniques, project-based learning, and the Workshop Model to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles
- Demonstrated experience and/or an understanding of student-centered instruction and performance based assessments.
- Demonstrated success in incorporating hands-on and co-operative learning activities
- Use of on-going formative assessments to provide weekly or bi-weekly numeric and narrative feedback to each and every student
- Ability to develop and use project based learning units, utilizing a backwards planning design model
- Familiarity with professional literature and best practice in content area

Metropolitan Avenue High School: General Education Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:35am	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
9:40-10:40am	Prep	Prep	Prep	Prep	Prep
10:45-11:45am	Conceptual Physics (Cohort A)	Conceptual Physics (Cohort A)	Conceptual Physics (Cohort A)	Conceptual Physics (Cohort B)	Conceptual Physics (Cohort B)
11:50-12:35pm	Conceptual Physics Lab (Cohort A)	Lunch	ICT planning	Lunch	Conceptual Physics Lab (Cohort B)
12:40-1:25pm	Lunch	Conceptual Physics Lab (Cohort C)	Lunch	Conceptual Physics Lab (Cohort D)	Lunch
1:30-2:30pm	Conceptual Physics (Cohort C)	Conceptual Physics (Cohort C)	Conceptual Physics (Cohort B)	Conceptual Physics (Cohort D)	ICT planning
2:35-3:35pm	ICT planning	Conceptual Physics (Cohort D)	Conceptual Physics (Cohort C)	ICT planning	Conceptual Physics (Cohort D)
Note: Conceptual Physics teachers will not have extended day assignments due to the extra lab periods					

Metropolitan Avenue High School: Special Education Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:35am	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
9:40-10:40am	Integrated Algebra ICT (Cohort A)	Integrated Algebra ICT (Cohort A)	Integrated Algebra ICT (Cohort A)	English ICT (Cohort A)	English ICT (Cohort A)
10:45-11:45am	Conceptual Physics ICT (Cohort A)	Conceptual Physics ICT (Cohort A)	Conceptual Physics ICT (Cohort A)	Global History ICT (Cohort A)	Global History ICT (Cohort A)
11:50-12:35pm	Conceptual Physics Lab ICT (Cohort A)	Lunch	Lunch	Lunch	Lunch
12:40-1:25pm	Lunch	Conceptual Physics Lab ICT (Cohort C)	English ICT (Cohort A)	English ICT (Cohort C)	English ICT (Cohort C)
1:30-2:30pm	Conceptual Physics ICT (Cohort C)	Conceptual Physics ICT (Cohort C)	Global History ICT (Cohort A)	Global History ICT (Cohort C)	Global History ICT (Cohort C)
2:35-3:35pm	Prep	Prep	Prep	Prep	Prep
3:40-4:17pm	Extended Day: Math support	Extended Day: Science support	Extended Day: English support	Extended Day: History support	
Note: A different ISS teacher will be ICT in Cohort C English & History on Wednesdays					

Metropolitan Avenue High School: ESL Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:35am	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
9:40-10:40am	English ICT (Cohort B)	English ICT (Cohort B)	English ICT (Cohort B)	Integrated Algebra (Cohort B)	Integrated Algebra (Cohort B)
10:45-11:45am	Global History ICT (Cohort B)	Global History ICT (Cohort B)	Global History ICT (Cohort B)	Conceptual Physics (Cohort B)	Conceptual Physics (Cohort B)
11:50-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:25pm	English ICT (Cohort D)	English ICT (Cohort D)	English ICT (Cohort D)	Conceptual Physics (Cohort D)	Conceptual Physics (Cohort D)
1:30-2:30pm	Global History ICT (Cohort D)	Global History ICT (Cohort D)	Global History ICT (Cohort D)	Integrated Algebra (Cohort D)	Integrated Algebra (Cohort D)
2:35-3:35pm	Prep	Prep	Prep	Prep	Prep
3:40-4:17pm	Extended Day: English support (ESL)	Extended Day: Social Studies support (ESL)	Extended Day: Science support (ESL)	Extended Day: Math support (ESL)	
Notes: Some teachers' extended day assignments will be in the a.m. and others in the p.m.					

Dear Founding Faculty and Staff of Metropolitan Avenue High School,

Welcome to your brand-new school! I am extremely excited to be able to share this beautiful building and school community with you, and I look forward to us getting to know each other and celebrating our individual and team successes over the next four years. You have each been chosen for your willingness to work cooperatively with your colleagues and students to develop a school community that celebrates diversity and individuality while actively promoting the collaborative spirit. You have been chosen for your ability to communicate the big ideas of your discipline and create curricula that are engaging and relevant to your students' lives. You have been chosen for your willingness to differentiate instruction so every child can be successful in your classroom, to use creative methods of assessment and instruction, and to encourage students to work collaboratively. In short, you have been chosen for your commitment to your own professional growth so we can all improve our abilities to address our students' strengths and needs through our instructional and extracurricular programs.

As the founding faculty and staff of this school, we have the opportunity to create the school of our dreams. For me, this means creating a school in which teachers and students address real-life issues in class and work through complex problems with your classmates. It means that students use a variety of resources (people, books, newspapers, films, websites, simulations, and more) to gather information and make meaning of it. It means that each student can explain what they are learning, why it is important, and how it connects to other work they are doing within their small learning community. It means that all of us will be introduced to new ideas and possibilities, and we will be encouraged to learn more about the things that interest us.

What each of you brings to this school is unique and will play a large role in the identity of your small learning community. Within each SLC, the adults and children will support each other and learn how to work together effectively. You will need to be active participants in this process and communicate with each other in constructive ways to support each other's growth. As a team, you will examine student data (both quantitative and qualitative), develop strategies to support individual and small groups of students, continually assess the effectiveness of the strategies, and revise as needed. The goal of each grade team will be to understand each child's academic strengths and needs, interests, and socio-emotional strengths and needs, then use this knowledge to collaboratively develop cross-discipline strategies for support.

Each of you will play multiple roles in the school, for you will be teachers, Advisors, colleagues, and coaches or club leaders. Most of all, however, we will all be learners. We will learn from, with, and about each other and our students. Our students' families will have much to teach us, as will the community itself. We will have supports from our external partners, the Empowerment Organization (our school support organization), and other groups and individuals, and we must use our learning to continually reassess the work we are doing and if it is serving each child well. When we see disconnects, we must reach out to each other for support and ideas. Being a member of a team offers you much support, but also accountability.

The names for each SLC, Imagination & Integrity and Creativity & Character, reflect our school's values and provide unifying themes for the work within each SLC. The names provide a lens through which you and your students will examine your disciplines, but it is up to you, as a team, to truly construct meaning for these themes for yourself. Your SLC will reflect your individual and team contributions, and the process of developing a community is definitely a challenge, but one that is worth every second of your efforts.

Metropolitan Avenue High School offers us the opportunity to create the school we want, so let's get started! I look forward to a wonderful first year with you.

Sincerely,
Marci Levy-Maguire
Principal, Metropolitan Avenue High School

Professional Development Plans

Since collaboration within the small learning community is foundational to the school's mission, one ongoing theme for professional development will be learning and honing the collaborative and communication skills needed to be a part of a professional learning community. Each SLC grade team will play multiple roles – an inquiry team, a critical friends group, and a support group for each other and students – so it is essential that they learn to communicate and collaborate effectively. The second theme of professional development will be differentiated instruction because, as an inclusive school, each teacher will need to understand how to address the strengths and needs of each individual student and create a learning environment in which all children feel supported by their faculty, staff and classmates. Professional development will mostly occur within SLC grade teams, though some sessions will be provided for the entire school.

Day #1: Developing a Professional Learning Community

Essential Questions:

- Who are we?
- What is the nature of small learning communities?
- How do we create a school culture that reflects our core values?

8:00am-8:30am Breakfast

- During breakfast, each teacher reads the Passion Profiles from National School Reform Foundation, chooses one that best describes him/her, sits with someone who chose a different profile, and they discuss why they chose what they did.
- On tables are the Passion Profiles and directions for the discussion.

8:30am-10:45am Who are we?

- 8:30am-9:30am - The principal leads the entire faculty and through the same activities they will be leading for students during student orientation: Name Games & I am From...poems
- 9:30am-10:45am – Faculty and staff split into small learning community teams to share out what they wrote and create a “Who are we?” poster that they will present to students during orientation

10:45am-11:00am Break

11:00am-12:00pm What is the nature of small learning communities? (Part I)

- Each SLC divides into groups of three to do a jigsaw activity with the following resources:
1) *NYC DOE Small Learning Communities Framework*, 2) portions of *Wall-to-Wall: Implementing Small Learning Communities in Five Boston High Schools* (L. Allen with C. Almeida & A. Steinberg), and 3) portions of *The Laboratory for Student Success: Small Learning Communities* (D. Oxley)
 - 20 mins – reading
 - 6 mins – presentations of readings (2 mins. each)
- Hopes and Fears Protocol
 - 5 mins. – individual reflective writing on thoughts from readings
 - 10 mins – pair-share

- 10 mins – listing
- 10 mins – debriefing of the activity

12:00pm-1:00pm Lunch

1:00pm-2:30pm What is the nature of small learning communities? (Part II)

- 1:00pm-1:30pm - In SLCs, each group uses the norm-setting protocol (J.P. McDonald et al) to draft norms for working together as an SLC.
- 1:30pm-2:00pm – Each SLC debriefs the process and develops a strategy for developing norms with their advisory groups.
- 2:00pm-2:30pm – Chalk Talk activity (a silent written discussion) on the following question: *What does the name of your SLC make you think of? How can this provide a lens through which students view their work?*

2:30pm – 3:30pm

- Building tour

Day #2: Differentiating Instruction for Each Learner

Essential Questions:

- How do we define differentiated instruction?
- What do we need to know to effectively differentiate instruction?

8:00am-9:00am Breakfast

- During breakfast, teachers sit at one of three tables: content, process, or product
- Each table has a question on it: What does it mean for a teacher to differentiate (content, process, or product)? How would you explain that to the parent of a high-achieving student? How would you explain that to a parent of a low-achieving student?
- Teachers at each table create a poster of their responses and hang it up on the wall. At the end of breakfast, we conduct a Gallery Walk to see what each group came up with.

9:00am-11:00 am How do we define differentiated instruction?

- 9:00am-10:00am - In SLCs, faculty and staff divide into groups of three (with different members from those they worked with yesterday) to use the Final Word protocol to discuss an excerpt from *The Differentiated Classroom: Responding to the Needs of All Learners* (C. Tomlinson). The whole group debriefs the process and the content.
- 10:00-11:30am – Each group is given a different case study of a student. They are to analyze the (qualitative) data they have about the student, then develop strategies to support him/her across disciplines. Groups share out what they learned and the strategies they developed.

11:30am-12:30pm Lunch

12:30pm-1:45pm What do we need to know to effectively differentiate instruction?

- 12:30pm-12:50pm - Within SLCs, faculty and staff are given the prompt: What are some possible reasons why a student might be doing poorly in your class? Each person has 10 mins to write a response, then 10 mins to discuss what they wrote with a partner.
- 12:50pm-1:10pm - The pairs then share out their responses, and the facilitator categorizes them into two groups (without saying that the two categories are quantitative data and qualitative data). She then asks the SLC to determine a heading for each category.
- 1:10pm-1:45pm - As a group, the SLC works together to develop a comprehensive list of the quantitative and qualitative data they would want to know about all students to best develop instructional strategies to support them.

1:45pm-2:00pm Break

2:00pm-3:00pm How do we collect data in our classrooms?

- Teachers work together to create a table that demonstrates how and which data will be collected in each classroom and how they will discuss that data in their team meetings.

3:00pm-3:30pm Closing

- As a whole group, the faculty and staff each share one thing they learned and one question they still have from the session.



Passion Profiles

Adapted from Gene Thompson-Grove's, "Student Profiles," by Pedro R. Bermudez, Belkis Cabrera, and Linda Emm.

Passion 1: The Child

You became a teacher primarily because you wanted to make a difference in the life of a child. Perhaps you were one of those kids whose life was changed by a committed, caring teacher and you decided to become a teacher so that you could do that for other children. You are always curious about particular students whose work and/or behavior just doesn't seem to be in sync with the rest of the students in your class. You often wonder about how peer interactions seem to affect a student's likelihood to complete assignments, or what enabled one of you ELL students to make such remarkable progress seemingly over night, or how to motivate a particular student to get into the habit of writing. You believe that understanding the unique qualities that each student brings to your class is the key to unlocking their full potential as learners.

Passion 2: The Curriculum

You are one of those teachers who are always "tinkering" with the curriculum in order to enrich the learning opportunities for your students. You have a thorough understanding of your content area. You attend conferences, and subscribe to journals that help you to stay up on current trends affecting the curriculum that you teach. Although you are often dissatisfied with "what is" with respect to the prescribed curriculum in your school or district, you are almost always sure that you could do it better than the frameworks. You are always critiquing the existing curriculum and finding ways to make it better for the kids you teach — especially when you have a strong hunch that "there is a better way to do this."

Passion 3: Content Knowledge

You are at your best in the classroom when you have a thorough understanding of the content and/or topic you are teaching. Having to teach something you don't know much about, makes you uncomfortable and always motivates you to hone up this area of your teaching knowledge base. You realize that what you know about what you are teaching will influence how you can get it across to your students in a developmentally appropriate way. You spend a considerable amount of your personal time — both during the school year and in the summer — looking for books, material, workshops, and courses you can take that will strengthen your content knowledge.

Passion 4: Teaching Strategies and Techniques

You are motivated most as a teacher by a desire to improve on and experiment with teaching strategies and techniques. You have experienced and understand the value of particular strategies to engage students in powerful learning and want to get really good at this stuff. Although you have become really comfortable with using cooperative learning with your students, there are many others strategies and techniques that interest you and that you want to incorporate into your teaching repertoire.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Jigsaw Protocol

The Jigsaw is a cooperative learning technique created by Elliot Aronson that allows participants to become experts in a specific area and then to share that expertise with each other so that all participants understand the entire lesson. The protocol is as follows:

- 1 Divide participants into four to six jigsaw groups. The exact number of groups will depend upon the number of parts into which you divide the lesson. The groups should be diverse in terms of gender, ability, race, and ethnicity.
- 2 Give each participant within each group one part of the lesson, usually a text. It is this one part of the lesson on which he/she will become an expert. For example, if you are planning a service project with your advisory at a food bank, one text may be on the causes of hunger, a second on the extent of hunger in this country and your community, a third on the food bank you will be partnering with, and a fourth on the types of projects groups have done previously to help end hunger.
- 3 Allow time for participants to read and become familiar with that text on their own.
- 4 Create "expert groups" by having all participants who are reading the same text meet for a focused discussion.
- 5 During this meeting, participants raise any questions they have, highlight the key findings in their text, and discuss what they will share when they return to their original jigsaw group.
- 6 Have participants return to their jigsaw groups. Each group should choose a facilitator and a timekeeper.
- 7 Have the facilitator ask each participant to share his/her expertise with the group, allowing time for clarifying questions. Participants should be taking notes on each other's presentations. The timekeeper should ensure that no one person dominates the group.
- 8 Once the groups are finished sharing, participants may be held accountable for understanding all parts of the lesson through various assessment tools.

Adapted from the Jigsaw Protocol at <http://www.jigsaw.org>. Reprinted with permission.

Fears and Hopes Activity

Purpose: To surface expectations and concerns—help participants to see that their fears and hopes are shared by others and that they are out in the open and will be addressed.

Time allotted: 30 minutes.

Group format: Large group

Supplies: Individual writing materials, newsprint and markers

Facilitation tips: Be sure that all fears and hopes are written down, as expressed, without comment or any sense of judgment, except perhaps, *“That’s interesting.”* Do not be fearful of having folks express their worst fears, it always makes things go better once expressed. Plus, we want to know what to not do! This activity segues very well into norm-settings (see below).

The Activity (include time allotted to each segment):

1. Ask participant to write down briefly for themselves their greatest fear for this meeting: “If it’s the worst experience you’ve had, what will have happened (or not happened)?” And then, write your greatest hope, i.e., “If this is the best meeting you’ve ever attended, what will be the outcome(s) that will have taken place by the end? (3-4 minutes)
2. If time, ask participants to share their hopes and fears with a partner. (3minutes)
3. Have two newsprint sheets—one labeled “fears” and one “hopes”, and list everything that folks call out. Ask that they avoid repeats.
4. This activity transitions very well into norm-setting: In order to reach our hoped –for outcomes, what norms we need? (see activity)

Reflections questions following the activity:

1. Did you notice anything surprising/interesting while doing this activity?
2. What is the impact of expressing negative thoughts?
3. Why did we ask you to do this activity? What might it accomplish?
4. Would you use this activity in your school? In your classroom?

(From <http://www.woodrow.org/teachers/esi/1999/princeton/online/activities1.html>)



Chalk Talk

Originally developed by Hilton Smith, Foxfire Fund; adapted for the NSRF by Marilyn Wentworth.

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience. Middle Level students absolutely love it—it's the quietest they'll ever be!

Format

Time: Varies according to need; can be from 5 minutes to an hour.

Materials: Chalk board and chalk or paper roll on the wall and markers.

Process

1. The facilitator explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.
2. The facilitator writes a relevant question in a circle on the board.
Sample questions:
 - What did you learn today?
 - So What? or Now What?
 - What do you think about social responsibility and schooling?
 - How can we involve the community in the school, and the school in community?
 - How can we keep the noise level down in this room?
 - What do you want to tell the scheduling committee?
 - What do you know about Croatia?
 - How are decimals used in the world?
3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.
4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.
5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
 - circling other interesting ideas, thereby inviting comments to broaden
 - writing questions about a participant comment

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.

Purpose

To establish expectations for behavior and to give “permission” for risk-taking and full participation.

Details

This can take 10 minutes or an hour, depending on how deeply the facilitator and the group want to go.

Required supplies: Chart paper and markers.

Steps

1. Brainstorming: All ideas are listed; facilitator can add own. Allow silence at the beginning.
2. Discussion: Acknowledge that this is only a brainstormed list, the facilitator invites discussion/questions.
3. Synthesis: The facilitator helps form norms where there may be some disagreement—“Can we agree to use judgment about use of cell phones?”
4. Consensus: The group agrees to use these norms and revisit them regularly. They also agree that it is a working list and can be revised at any time.

When setting norms with a class it is important to hear all voices. It might be a good idea to give students time to think and write about how they wish to be treated and what norms they would like to see put in place. Next have the entire class brainstorm. I find this method provides a greater opportunity for participation, even from the shyest students.

Unlike our usual first day rule-making ritual, I find it helpful to wait until the second or third week of school to set norms. Students will have had a chance to experience how the group already interacts and works together. If they have no problem respecting each others’ ideas, the class might not need a norm that addresses this aspect of getting along. If, for example, they notice that some students always answer questions and others never get a chance, they might feel the need to set a norm about not speaking a second time until everyone has had the opportunity to speak a first time.

Setting norms with the class gives teachers the chance to create an inclusive classroom environment through which all student voices are heard and honored. And that’s good for students and teachers alike.

(From <http://www.teachersnetwork.org/NTNY/nychelp/mentorship/norms.htm>)

High School Course Sequence

Grade	ELA	Social Studies	Science	Math	Physical Education	Elective	Other
9	9 th grade ELA	Global History	Conceptual Physics	Integrated Algebra	Physical Education	Dance or Martial Arts (1 sem.);	Advisory : Arts; Health (1 sem.)
10	10 th grade ELA	Global History	Chemistry	Geometry	Physical Education	Second language; Arts; Dance or Martial Arts	Advisory ; College Now courses
11	11 th grade ELA	American History	Living Environment	Algebra II/ Trig.	Physical Education	Second language; Arts; Dance or Martial Arts; Statistics; Earth Science or Living Environment	Advisory ; College Now courses
12	ELA Electives (i.e.-Hero's Journey/ Journalism/ Utopia & Dystopia)	Economics & Gov't	Science Elective (i.e.- Earth Sci/Env Sci/Engineering/ Health Sci/ BioEthics)	Calculus or Statistics or Business Math	Physical Education	Second language; Senior Seminar; Arts; Dance or Martial Arts	Advisory ; College Now courses

A. Curriculum Map for Sample Course Area

Identify one course or subject area and present an overview of the scope and sequence across grades 9-12. Pick a subject area that is central to the mission of the school. This curriculum map may take the form of skills and content knowledge, essential questions, major projects. This is best presented in chart form and briefly highlights what students will know and do at the end of each year.

Science Curriculum Map (Grades 9-12)

Course	Conceptual Physics	Chemistry	Living Environment	Science Electives
Curriculum Description	Inquiry-based curriculum that develops foundational understandings of the connections between math, science, and technology.	Inquiry-based curriculum that focuses on the concepts, relationships, processes, mechanisms, models, and applications of chemistry.	Inquiry-based curriculum that focuses on living organisms and their interactions with each other and the physical environment.	Students determine their own curriculum in support of their post-high school goals.
Goals of Course	<p>To understand science as a way of thinking, not just a series of “facts”</p> <p>To understand the interconnectedness of math and science</p> <p>To support the Integrated Algebra curriculum</p> <p>To experience science as inquiry</p> <p>To develop the foundational skills of scientists</p> <p>To understand and be able to apply the fundamental principles of physics</p>	<p>To build on foundational science and math skills developed in Conceptual Physics</p> <p>To understand the nature and interactions of matter and energy</p> <p>To prepare students for the Chemistry Regents exam</p> <p>To support the Geometry curriculum</p> <p>To prepare students for deeper understanding of the life sciences</p> <p>To prepare interested students for the Chemistry SAT II</p>	<p>To understand the nature of living organisms</p> <p>To understand how living organisms interact with each other and the physical environment</p> <p>To incorporate understandings of the physical environment from physics and chemistry</p> <p>To understand how scientists develop testable questions and seek explanations in complex systems</p> <p>To prepare students for the Living Environment</p>	<p>To complete graduation requirements</p> <p>And/or</p> <p>To pursue interest in a specific topic</p> <p>And/or</p> <p>To get additional lab experience for college or career</p> <p>And/or</p> <p>To make interdisciplinary connections</p>

			Regents exam	
			To prepare interested students for the Biology SAT II	
Units, Essential Questions, & Performance Assessments	<p>Science as Inquiry -How do scientists develop and test predictions? -Black Box Activity</p> <p>Linear & Projectile Motion -How do scientists model motion? -Motion Sensor Graphing Activities</p> <p>Newton's Laws -What is a force? -Newton's Laws story & presentation for children</p> <p>Energy & Circular Motion -How is energy used in systems? -Roller Coaster Building</p> <p>Universal Gravitation & Satellite Motion -What accounts for planetary and satellite orbits? -NASA Study</p> <p>Vibrations, Waves & Sound -What is the nature of sound? -Musical Performance</p>	<p>The Physical Nature of Matter -What is the nature of matter? -Modeling Physical vs. Chemical Changes</p> <p>The Nature of Atoms -What is the nature of atoms? -Atomic model creations</p> <p>The Periodic Table -How does the periodic table represent the physical nature of elements? -Element Portfolio</p> <p>Nuclear Chemistry -What happens when atoms break down? -Nuclear Chemistry Case Study</p> <p>Bonding -Why do atoms bond? -Molecular Geometry Creations</p> <p>Reactions -Why do elements and compounds react? Film Noir: When Atoms Meet...</p>	<p>Evolution -How do living organisms interact with the physical environment? -Modeling Natural Selection</p> <p>Homeostasis, Disease, & the Immune System -How is disease a failure of homeostasis? -Disease Portfolio</p> <p>Energy, Matter, and Organization -How does energy flow through a cell, and organism, and a system? -What Happens to the Matter and Energy When You Eat a Hamburger? (from <i>BSCS: A Human Approach</i>)</p> <p>Reproduction and Inheritance in Living Systems -What strategies do different species use to pass on their genes? -Family Tree Project</p> <p>Development -What does the development of an organism tell us about its ancestry?</p>	

	<p>Light, Color & Lenses -What is the nature of vision? -Light & Vision Education Project</p> <p>Electricity & Magnetism -What is the nature of electricity? -Robot Creations</p>	<p>Stoichiometry -How do we convert different from one unit of a substance to another? -Recipe Conversions</p> <p>Kinetics & Equilibrium -What causes a reaction to speed up or slow down? -Reaction Rate Demonstration (developed by students)</p> <p>Acids & Bases -Why is hydrogen so important? -Acid-Base Demonstration (developed by students)</p> <p>Oxidation Reduction -Why is oxygen so important? -Battery Test Demonstration and Report</p> <p>Organic Chemistry -How does life depend on the nature of chemistry? -Environmental Chemistry Case Study Presentation</p>	<p>-Scientist Interview and Artifact Study</p> <p>Ecology -How do organisms interact with each other and their physical environment? -Environmental Field Study</p>	
Essential Skills	<p>Observe Infer Develop questions Inquire</p>			

	<p>Access information Interpret information Design Investigate Explore Discover Hypothesize Model Provide evidence Collect Data Represent Data Analyze Data Evaluate Justify Explain Apply Predict Collaborate Problem-solve</p>
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Unit: Energy & Circular Motion (3 weeks)

Big Ideas of the Unit	Concepts:	Activities
<p>The safety of roller coasters is ultimately determined by the height and radius of the different parts of the roller coaster and the mass of the “car”.</p> <p>By building a roller coaster model, we can determine the safety of it through mathematical calculations.</p> <p>By revising our models (physically and/or mathematically), we can create a safer roller coaster.</p>	<p>Concepts:</p> <p>G’s Velocity Acceleration Potential energy Kinetic energy Mass Centripetal force Scientific models Rotation Radius Height True weight Apparent weight Gravity</p> <p>Equations:</p> <p>Potential Energy: PE = mgh PE = TE - KE</p> <p>Total Energy: TE = PE + KE Also PE at the top of the first hill</p> <p>Centripetal Force: CF = mv^2/R</p> <p>True Weight: W = mg</p> <p>Apparent Weight: At the top of a hill → $N = W - mv^2/R$ At the bottom of a hill → $N = mv^2/R + W$ At the top of a loop → $N = mv^2/R - W$</p> <p>G-Force: Gs = N/W</p>	<p>Activities</p> <p>Online research about roller coasters Online roller coaster simulations Energy conversion (TE, PE & KE) demonstrations Determining velocities of different masses Centripetal force lab Measuring true weight and apparent weight in an elevator Determining group roles Design your roller coaster Build your roller coaster Is it safe? Roller coaster presentations Field Trip to Great Adventure</p>

Focus Question: How can we build and determine the safety of a model roller coaster?

Unit Assessments: Work in groups of three to create and present a model roller coaster (using K’Nex kits) that is based on the scale drawing you will create in Conceptual Physics class and Integrated Algebra class. As a team, you will turn in your model, your final scale drawing, your calculations for g-force at all key points on the roller coaster, and a written explanation of your design and revision process. Individually, you will be assessed on your understanding of the key concepts through a pencil-and-paper test that will require you to determine the safety of a roller coaster through calculation of g-forces, describe how and why you would change the specifications of a given roller coaster to make it more safe, and explain the relationships between the key physics concepts included in understanding roller coaster safety.

(For SPED and ELL students: The visual, mathematical, and hands-on components of this project should be key supports. For the presentation, students will be offered multiple opportunities to work on writing and speaking with the push-in ESL teacher and with the Conceptual Physics teacher both during and after class. During SETSS, ESL, and/or extended day sessions, students can work with their ISS teacher on various components of the project. All accommodations will be provided for students on the exam.)

Student Learning Outcomes:

- Develop a scale model
- Explain how roller coasters work
- Explain how safety is determined on a roller coaster
- Design a safe roller coaster
- Revise mathematic equations and designs to increase safety
- Explain model designs
- Work as a team to solve a complex problem

Ways the students can communicate understanding of the concepts...

- Roller coaster design is safe, mathematically (g-force <4)
- Roller coaster design is safe as implemented (cart stays on roller coaster and exits safely at end)
- Students can recognize mathematical and design errors in their own and other students’ work
- Students can make revisions at key points in design (mathematical and physical) to make roller coaster safer

Description of High Quality Student Work

- Student actively participates and collaborates with team to design, build, revise, and present
- Student can mathematically determine the safety of a roller coaster by determining and assessing the g-force (when given certain criteria)
- Student can explain how each key concept plays a role in the overall safety of a roller coaster
- Student can assess his/her own work and that of others for mathematical and/or design errors
- Student can develop strategies to

Description of Medium Quality Student Work

- Student actively participates with team to design, build, revise, and present
- Student can perform most calculations to determine the safety of a roller coaster (when given certain criteria)
- Student can explain how some key concepts play a role in the overall safety of a roller coaster
- Student can sometimes assess his/her own work and that of others for mathematical and/or design errors
- Student tries multiple strategies

Description of Low Quality of Student Work

- Student does not actively participate or collaborate with team to design, build, revise, and present
- Student has difficulty with most mathematical calculations (when given certain criteria)
- Student can partly explain how some key concepts play a role in the overall safety of a roller coaster
- Student can not effectively assess his/her own work and that of others for mathematical and/or design errors

<p>revise a design or equation to increase safety Student can explain ratio of scale and revise as needed Student can explain the team's process of addressing the activity, designing, building, and revising their roller coaster</p>	<p>to revise a design or equation to increase safety Student can explain ratio of scale Student can partially explain the team's process of addressing the activity, designing, building, and revising their roller coaster</p>	<p>Student can not develop strategies to revise a design or equation to increase safety Student can not explain ratio of scale and revise as needed Student can not explain the team's process of addressing the activity, designing, building, and revising their roller coaster</p>
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Unit: Energy & Circular Motion
Activity: Revising our Roller Coaster Designs

Learning Goal(s) of Activity: To determine leverage points for change on a roller coaster to make it safer and revise design as needed.			
Instructional Sequence			
Lesson Structure	Teacher Does	Student Does	How does this help achieve the learning goals?
Warm Up (10 mins)	<p>Teacher asks each group to examine the designs and calculations they have done for their roller coaster projects so far and develop two focus questions on which to get feedback from another group.</p> <p>Teacher circulates as students work and asks probing questions to support them in thinking through their challenges.</p>	<p>Student groups examine and discuss the work they have done and develop two focus questions on which to get feedback from another group.</p>	<p>Student groups get better understanding of their own work and what is or is not working to make it safe.</p>
Beginning (20 mins)	<p>Teacher assigns each group of students to work with another group of students. (*Pairings are intentional to support students in revising their work.) He asks them to exchange their work and their questions, and for each group to spend 10 mins examining the work with the focus questions in mind, then 5 mins. each providing feedback to the other team.</p>	<p>Student groups join together and exchange the questions they created and their work. They examine each other's work with the focus questions in mind, then provide feedback for the other team and receive feedback on their own work.</p>	<p>Groups of students get other point of view on the revisions that need to be made</p>
Middle	<p>Teacher asks the pairs of teams to separate and, in their original teams, make revisions to their calculations and drawings</p>	<p>Students work in their groups to make revisions.</p>	

(10 mins)	based on the feedback they received.		
End (20 mins)	<p>Teacher asks each group to share out one change they made based on feedback.</p> <p>He charts on the board as students respond and points out that most changes should have occurred in mass, height, or radius to address safety concerns. He asks groups to assess their own work to see if those were the changes they made.</p> <p>Exit ticket – Would you increase or decrease the radius of a hill to make it have less g-force? Why?</p>	<p>Reporter from each group shares out one change they made.</p> <p>Students examine their work to see if their changes were in mass, height or radius.</p> <p>Students complete exit ticket and turn it in.</p>	<p>Students determine leverage points for change on a roller coaster to make it safer</p>

Professional Development Activity for Unit Plan

Goals: To increase the abilities of the Conceptual Physics teacher and Integrated Algebra teacher in:

- Cooperative Learning Strategies
- Differentiating for ELL students and SPED students

Activities:

- Individually, the two teachers would be asked to write responses to the following questions:
 - How would it help students for them to work in groups to design model roller coasters?
 - How would it be a challenge for students to work in these groups?
 - For whom in your classes do you see the greatest benefit? Why?
 - For whom in your classes do you see the biggest challenge? Why?
- The teachers would then share their responses with each other and see where they had similar responses and/or different responses.
- As a pair, they would use their resources to create a list of math and science knowledge and skills students should develop during this unit.
- They would then examine their rosters and choose four students (at least one ELL and one SPED) outside the sphere of success on which to focus, with the goal being to scaffold the unit appropriately to support their needs.
- They would use a text-based protocol to examine text on the benefits and challenges of different grouping strategies, then they would choose a grouping strategy (including student make-up, roles, and self- and peer- assessments of teamwork) that would support those four students.
- They would then meet with the ESL and SPED teachers to get support in finding resources to better support their ELL and SPED students through this unit.

Unit: Representing and analyzing algebraically a wide variety of problem solving situations.

Activity: Representing roller coaster information algebraically

Learning Goal of Activity: Translate quantitative verbal phrases into an Algebraic expression			
Instructional Sequence			
Lesson Structure	Teacher Does	Student Does	How does this help achieve the learning goals?
Warm Up (10 mins.)	<p>Teacher provides pairs of students with a written description of a roller coaster from an amusement park and asks each pair to pick out the pertinent information based on their work in Conceptual Physics class. (*ELL students will have their descriptions in English and their native language. SPED students will have descriptions that match their needs (i.e.- simpler language, visuals included, read aloud).)</p> <p>Teacher circulates around the room providing support to pairs of students. She reminds them of their cooperative learning norms and asks probing questions to help guide their work.</p>	Students work in pairs to read and annotate the written descriptions they were given.	Students make sense of verbal phrases
Beginning (15 mins)	5 mins - Teacher asks students to take out their Conceptual Physics work from the Energy & Circular Motion unit to check to make sure they have highlighted the pertinent information in the text.	Students examine their notes and compare the work they have done in the past few minutes with the lists of variables and key concepts they have been discussing in Conceptual Physics. If needed, they highlight additional or different information.	Accesses students' prior knowledge, helps them make connections to work they are doing in another class, and focuses them on translating from verbal to Algebraic expression

	<p>10 mins. – Teacher asks students to create a list of variables with numbers and SI units from the reading.</p>	<p>Students create a list of variables with numbers and SI units from reading.</p>	
<p>Middle (20 mins)</p>	<p>Teacher asks students to create three equations from the lists they have created that will support their determination of whether or not the roller coaster is safe.</p> <p>Teacher circulates the room to provide support for pairs of students and points out resources in their Conceptual Physics notebooks that can help them.</p> <p>As students finish, she asks pairs to pair up and provide feedback on each other's work.</p>	<p>Students work in their pairs to create three equations.</p> <p>As they finish, they pair up with other teams to give and get feedback.</p>	<p>Practice translating verbal expressions into Algebraic expression</p>
<p>End (15 mins)</p>	<p>Teacher provides each student with a new description and asks them to apply their knowledge to this new situation individually. She provides support as needed to individual students and collects the work at the end of class so she can analyze it, discuss it with the Conceptual Physics teacher, and develop strategies to address students' strengths and needs.</p>	<p>Students work individually on the new problem, using the resources they have been using/developing throughout class.</p>	<p>Assesses individual students' abilities to translate verbal expressions into Algebraic expression</p>

Teacher Teams

- Teachers will collaborate with their small learning community grade teams to get to know their students' academic and social-emotional strengths and needs through daily common planning.
- During common planning, teams will examine quantitative and qualitative student data, develop/share instructional strategies, monitor and revise their strategies, and discuss additional data needs.
- SLC grade teams will utilize protocols to examine: text, student work, lesson and unit plans, and assessments.
- Teachers within SLCs will conduct regular intervisitations to collect data on individual and subgroups of students, which and how instructional strategies are or are not working, and which content/activities engage students.
- Special Education and ESL teachers will lead SLC teams in understanding students' IEPs, developing strategies for accommodations, and assessing students' needs.
- Math/science teachers and ELA/social studies teachers will partner to share ideas, plan curricula that integrates and assesses both disciplines, monitor and develop strategies for individual and subgroups of students, and develop ways to share their work with the SLC and the entire school community.
- Each SLC grade team will act as an Inquiry Team. Teachers will work together in their teams to identify 10-15 students who they hope to bring into the SLC's sphere of success. The school-wide focus group will be the students in the lowest third city-wide. Within this group, teachers will choose students based on their 8th grade test scores, interim assessment results, and classroom data. The long-term goal will be determined based on these data (though, for the data provided in this application, the long-term goal would be to increase the percentage of students who are proficient in math). The learning targets would be developed by, first, examining the possible choices in the Inquiry Team and ensuring that the entire team understands the definition of the different learning targets, then choosing one to which they could all contribute through their instruction. Conditions of learning would be analyzed by teachers shadowing students from the target population and using protocols to examine student work and teachers' lesson and unit plans. The team would gather and examine resources to support them in developing effective instructional strategies, then choose which strategies to implement and develop a plan for doing so, including a timeline, benchmarks, and assessments. They would assess the learning target at a pre-determined time in a pre-determined manner, evaluate the effectiveness of their strategies, and revise as needed. The team would then analyze the systems that are in place that produce conditions of learning that support and/or hinder individual student's progress and achievement, design and implement an SLC-wide change strategy, and monitor and revise as needed.

- During the first month of school, common planning time will be devoted to understanding who our students are. This will be accomplished by:
 - Each SLC reviewing the overall and disaggregated data of students' 8th grade test scores through a data-driven dialogue protocol.
 - The special education and ESL teachers leading each SLC through an examination of students' Individualized Education Plans, the IEP process, and the definitions of each type of accommodation.
 - Each SLC will implement the plan they developed during their summer professional development session to collect quantitative and qualitative data on their students.
 - In Advisory, students will complete interest surveys and learning style inventories, and the SLC grade team will use the data to inform their choices of examples, instructional strategies, etc.
- Each SLC will create a common grading policy and rubrics for projects, presentations, writing, etc.
- Each week, a different teacher in the grade team will present lesson plans and student work for the team to examine with protocols.
- The Principal and/or Assistant Principal will attend grade teams often to better understand the strengths and needs of each teacher and SLC.
- Most teachers will also be Advisors, and within SLCs, they will create an Advisory curriculum that gathers qualitative data on students' school experiences, then discuss in grade-team to develop instructional strategies that support greater engagement and achievement.
- Weekly Leadership Team meetings (Principal, Assistant Principal, and SLC Grade Team Leaders (who will be teachers)) will focus on assessing individual teachers' and SLCs' abilities to use data to inform instruction, create engaging, standards-based lessons, address big ideas across disciplines, develop performance assessments that assess 21st century knowledge and skills, and develop meaningful relationships with students that support their academic and social-emotional growth.
- Interim assessments will be conducted in each of the four academic courses four times per year.
 - Assessments will be DYO assessments and will be developed by the Leadership Team
 - Each SLC will develop rubrics for the DYO assessments based on state standards.
 - Professional development will be provided to support SLCs in developing inter-rater reliability.
 - Quantitative data will be analyzed in SLCs for the entire group, subgroups, and individual students.
 - Individual students' assessments will be examined and discussed with a protocol chosen by the SLC grade-team leader.
- Informal observations and walkthroughs will be conducted regularly by the Principal.
- At the end of each marking period, scholarship reports will be examined and discussed in SLC grade teams and in the School Leadership Team, and quantitative data will be disaggregated by subgroups of students and teachers to examine the progress and achievement of various subgroups of students and the effectiveness of subgroups of teachers.
- In classes in which Regents exams will be given, students will take mock Regents at least twice during the year. Data will be analyzed by the SLC and the School Leadership Team, and strategies to support higher achievement will be developed in the grade teams.

These quantitative data can be used to provide us with information on: 1) the strengths and needs of our incoming students as a group, as subgroups, and individually, 2) other information we should examine to better understand our students, and 3) provide a foundation for discussing school-wide, instructional, and extracurricular strategies to support our students.

To examine these data, I would examine the data for the entire group, disaggregate it to examine different subgroups (gender groups, special education, ELL, Title I, ELA proficient or not proficient, Math proficient or not proficient), and determine correlations to better understand the data for individual students. To do this, I would: 1) re-code the text data into numeric values for ease of analysis, 2) examine frequencies for all variables except absences (because this is a continuous variable), 3) look at descriptive statistics for age and number of absences, 4) re-code ELA and Math scores into two subgroups (proficient (3s and 4s) and not proficient (1s and 2s)), 5) examine frequencies within the ELA and Math subgroups, and 6) run crosstabs to examine relationships between different variables.

The crosstab data show that Title I eligible students have higher percentages of students not reaching proficiency in math and ELA than non-eligible students, 61.5% versus 50% for math and 56.5% versus 43.5% for ELA. In addition, 92.9% of male students have not reached math proficiency versus 81.3% of females. No clear trends were revealed in additional crosstab data.

Males		14	47%
Females		16	53%
Age	14	24	80%
	15	3	10%
	16	2	7%
	17	1	3%
Home language	Bengali	1	3%
	Chinese	2	7%
	English	17	57%
	Korean	1	3%
	Russian	1	3%
	Spanish	8	27%
ELL	Yes	5	17%
	No	25	83%
SETSS	Yes	10	33%

Title I	Yes	18	60%
	No	12	40%
Days Absent	1-10	15	50%
	11-20	10	33%
	21+	5	17%
ELA scores	1	10	33%
	2	13	43%
	3	5	17%
	4	2	7%
ELA proficiency	Not proficient (1 or 2)	23	77%
	Proficient (3 or 4)	7	23%
Math scores	1	15	50%
	2	11	37%
	3	3	10%
	4	1	3%

	No	20	67%
SC or CTT	Yes	3	10%
	No	27	90%

Math proficiency	Not proficient (1 or 2)	26	87%
	Proficient (3 or 4)	4	13%

These data lead me to set goals for literacy across the curriculum, math across the curriculum, and differentiated instruction. More than three quarters of the incoming students did not meet proficiency standards in ELA and nearly 90% of the incoming students did not meet proficiency standards in Math. In addition, only one student receiving special education services (which make up 43% of students) has demonstrated proficiency in either ELA or Math.

It is important for faculty and staff to understand what students are being asked to know and be able to do across content areas. Throughout the school, and especially within SLCs, all teachers are expected to be able to support students through instructional and extracurricular programs. To better understand their students' strengths and needs, they should develop a working knowledge of the exams and performance assessments that were used to assess students' proficiency levels and the assessments and performance assessments for which they are being prepared.

For this reason, each SLC would actually take the 8th grade exams and Regents exams for all relevant subjects, as well as the NYSESLAT. By doing this, teachers will be better versed in the students' experiences and be able to develop instructional strategies to build on prior knowledge and skills and prepare them for the future.

Literacy across the curriculum would be demonstrated through teachers' use of reading, writing, speaking and listening throughout the content areas. Text should be used daily in each class, and text resources should be differentiated for students at different reading levels. Each teacher should be comfortable discussing habits of mind, annotation strategies, and note-taking strategies that proficient readers use to make sense of text. They should also be able to provide timely, useful, and specific feedback on written work that supports students' development of literacy skills. Assignments and assessments should reflect different points of entry for students at different proficiency levels, but all students should be expected and supported to reach high standards of literacy and use their knowledge and skills across disciplines.

Math can be focused on in science, history, arts, and PE, though it is a little more difficult to include foundational math skills in ELA. To support students in improving their math knowledge and skills, all teachers must understand and use the language students are expected to use in their math class. When solving equations in Conceptual Physics, teachers must discuss the skill of isolating a variable using the same language as the Integrated Algebra teacher. By working together, the math and science teacher can support students in developing both a conceptual understanding and skill-based knowledge of math and science concepts. In Global History, emphasis will be placed on the quantitative data historians use as evidence and how data are represented in different ways. The teachers will also focus on the idea of scale throughout time.

Differentiated instruction will be expected in every classroom. Teachers will be provided with professional development to support their capacity to differentiate content, process, and product, and they will be expected to differentiate enough so that each student has equitable access to the curriculum. Subject area teachers and ISS teachers will work together to determine strategies to support students through whole-class and small group instructional strategies, resource use, heterogeneous or homogeneous grouping (as appropriate), and various supports for individual students.

- During a whole-school professional development session, I would provide each teacher with a sample of Regents questions from their given discipline and ask them to work together in content teams to “unpack” the knowledge and skills that would be required for a student to answer these questions successfully.
- The groups would then divide into SLC grade teams to present their work to each other and determine patterns and trends across disciplines.
- Each SLC would then split up into groups of four to use the Tuning Protocol to examine the work of a student outside the sphere of success and provide feedback to the presenting teacher. (*A major goal of this activity is for teachers to examine student work through the lens of a student rather than a teacher. This protocol also provides opportunities for teachers to get feedback on the work they are asking students to do, helping all participants see connections between subject areas, trends for an individual student, and how the work they assign is designed to get certain results from students.)
- Teachers within SLCs would then collaborate in triads to differentiate an upcoming lesson from each of their courses to support two specific students (per group) who have not reached proficiency in ELA and Math. They will be provided time to research various resources, revise assessments as needed, discuss cooperative learning strategies to support individual students, etc. (By the end of the day, at least four students’ needs will be addressed in lesson plans, and strategies will be shared across the SLC grade team.)
- The triads would share out their work at the end of the day and the SLC Leader would keep track of the strategies they are using to support individual students.

Metropolitan Avenue High School Table of Organization

Principal	
Assistant Principal of Organization	
Guidance Counselor	
School Secretary	
Imagination & Integrity SLC	Creativity & Character SLC
9 th grade Team Leader (Special Education Teacher)	9 th grade Team Leader (Special Education Teacher)
Math Teacher	Math Teacher
Conceptual Physics Teacher	Conceptual Physics Teacher
English Teacher	English Teacher
History Teacher	History Teacher
PE Teacher	PE Teacher
ESL Teacher	ESL Teacher
Visual Arts Teacher	Theatre Teacher
Second Language Teacher	

The school will be divided into two small learning communities that will both be overseen by the Principal, the instructional leader of the school, and the Assistant Principal of Organization, the organizational leader of the school. In the first year, we will have one Guidance Counselor who will serve the entire school, but, as we grow we will hire another Guidance Counselor so each SLC has their own. The SLC grade team leaders will be Special Education Teachers to keep the focus on increasing the sphere of success school-wide. They will be provided with professional development throughout the year to support their leadership skills, and they will loop with the 9th graders into 10th grade. The plan is for one of the current 9th grade teachers to become the 9th grade team leader next year.

Decisions that will be made within the SLCs include common: grading policies and rubrics for student work, AIS strategies and student population, parent engagement strategies, inquiry team focus, target population, strategies, and assessments, and electives in the upper grades. School-wide decisions will focus on programming and scheduling, challenging instruction that engages students in the learning process, school culture and tone, communication with parents, and college- and career-readiness. Outreach to our partners will be done both at the administrative and SLC levels.

The school leadership team will consist of the Principal, Assistant Principal of Organization, and the SLC Leaders. This team will focus on addressing the elements of the School Quality Review and Progress Report, school tone and culture, and communication.

High School 9-12	High School 9-12	Metropolitan Avenue High School
	Year 1 1 Grade	1 Grade
# of students	108	250
New Students		
TL Per Capita	\$4,064	--
Children First Per Capita	\$116	--
ALLOCATION TYPE		
Total TL Allocation	\$438,912	\$1,016,000
Foundation Allocation	\$225,000	--
Children First	\$85,000	--
Children First Variable	\$12,528	\$29,000
Total TL	\$761,440	\$1,355,000

Position	Projected Annual Pay	# of Positions	Role and License	Cost
Principal	\$130,000	1	Instructional Leader (School Building Leader)	\$130,000
Assistant Principal	\$105,000	1	Asst. Principal of Organization (School Building Leader or School Administrator and Supervisor)	\$105,000
Secretary	\$43,300	1	(School Secretary)	\$43,300
# of classroom teachers	\$65,000	10	2 Physical Education (K-12 Physical Education)	\$650,000
			2 Math (Math 7-12)	
			2 Conceptual Physics (Physics 7-12)	
			2 English Language Arts (English Language Arts 7-12)	
			2 Global History (Social Studies 7-12)	
# of Intervention Teachers	\$65,000	4	2 Special Education (K-12 Special Education)	\$260,000
			2 English to Speakers of other Languages	

F-Status Teacher	\$27,500	3	(K-12 English to Speakers of other Languages 1 Second Language (Spanish 7-12) 2 Arts	\$82,500
Guidance Counselor	\$76,000	1	(1 Visual Arts K-12; 1 Theatre K-12) College and Career Counselor (Guidance Counselor)	\$76,000
TOTAL		21		\$1,346,800

**If there were a 15% cut at full capacity, we would lose \$202,020, leaving us with a budget of \$1,144,780.

In this case, I would cut my Assistant Principal of Organization (\$105,000), my Guidance Counselor (\$76,000) and an F-status Teacher (\$27,500) which would reduce the budget by \$204,500. An external partner, such as Queens Community House, could provide additional guidance and social work support.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	QUEENS METROPOLITAN HIGH SCHOOL					
District:	28	DBN:	28Q686	School		342800011686

DEMOGRAPHICS

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

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				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			411				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			411				

Attendance - % of days students attended:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

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

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			35.0

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

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

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			8	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			28	Superintendent Suspensions			
Number all others			26				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Early College HS Program Participants			

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			TBD				
# in Dual Lang. Programs			TBD				
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

English Language Learners (ELL) Enrollment: (BESIS Survey)			
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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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			6.8				
Hispanic or Latino			33.6				
Asian or Native Hawaiian/Other Pacific			17.3				
White			42.1				
Male			48.7				
Female			51.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category		
	In Good		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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 28	School Number 686	School Name Queens Metro H.S.
Principal Marci Levy - Maguire		Assistant Principal Tori Raysor	
Coach type here		Coach type here	
Teacher/Subject Area Yoon Lee / ESL		Guidance Counselor Joanna Gonzalez	
Teacher/Subject Area Jesus Hernandez/ Physics		Parent type here	
Teacher/Subject Area Debra Firestone/ Librarian		Parent Coordinator Kim Ramazan	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	411	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	1.95%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1) All newly admitted students to the NYC Department of Education are referred by the pupil accounting secretary to the ESL coordinator, for eligibility screening during the school year. An interview with the student and parent is conducted by the ESL coordinator in English/native language in order to complete the HLIS upon admission. Translators will be used as needed to complete the HLIS. If the ESL coordinator is unavailable, another trained pedagogue will conduct the interview to complete the HLIS. If the HLIS indicates the student is eligible for LAB-R testing, an individual parent orientation will be conducted to discuss parental options. A video presentation will be given in their home language and support will be provided to help the parent complete the forms as needed. The student will be scheduled to complete the LAB-R and will be placed in an appropriate ESL class based on their hand-scored LAB-R results, within ten school days.

Every spring, a team of pedagogues will visit the local middle schools to meet with the incoming ELLs. According to their most current NYSESLAT/LAB-R results, they will be tentatively programed. The middle schools will provide us with information about parent selection, as well as, other critical information needed to help the students successfully transition into high school. During the summer, the ESL coordinator will meet with the parents from parochial schools to complete the HLIS and to ensure all possible ELLs are identified.

The LAB-R will be administered within the first ten school days.

For all current ELLs, their NYSESLAT results will be reviewed in August by the ESL coordinator and other pedagogues, in order to, program all ELLs for the requisite number of minutes of ESL services as per CR Part 154.

2) Individual parent orientation sessions are conducted by the ESL coordinator when it is determined a child is eligible to take the LAB-R, if the parent's schedule allows for the meeting. If the parent cannot stay for the session once they complete the HLIS, an appointment will be made within ten school days to complete the parental selection form. The parent orientation video will be shown in their home language and the brochure explaining the different options will be given to them in their home language. If the video is not available in their home language, a translator will be used to translate the content of the video for the parent. During the individual orientation meeting, the parent will have an opportunity to ask questions about the three program options available to all ELLs in the NYC Department of Education.

3) Entitlement letters and non-entitlement letters are given by the ESL coordinator to the student to take home. The student will return a copy of the letter signed by the parent for the school records. If the signed copy is not returned, a copy of the letter will be mailed to the parent. If a signed copy is not returned after the second attempt, a phone call will be made to the parent, in order to, obtain the signed letter.

Program selection forms are given to the parent during the individual parent orientation meeting. Parents usually opt to complete the form after the orientation. However, if more time is needed by the parent to consider their options, they will be instructed to return the form to the school as soon as possible. If the form is not received by the tenth school day after the meeting, the ESL coordinator will contact the parent to return the form to the school as soon as possible.

4) The parental selection form will determine the student's placement. Our school currently has an ESL only program, since all of our eight students' parents have opted for the ESL only option. If a parent would like the student to be enrolled in a transitional bilingual program, the ESL coordinator will inform them of the option to transfer to a school with a transitional bilingual program in their home language and provide them with information about the Office of Enrollment.

5) This is the first academic year for the Queens Metropolitan High School. As per ATS, all of our eight parents of ELLs have opted for the ESL only option.

6) At present, the program model offered at Queens Metropolitan High School is aligned with our parents' requests.

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										2				2
Push-In										2				2
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	8
Total	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	8

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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										5				5
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	8	0	0	0	8

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1) a) Our school has both push-in and self-contained ESL classes for our ELLs. Our one ESL teacher is co-teaching, with a licensed content area teacher, the following classes for all of our ELLs (subtracting 3 minutes per period for "passing time") : a) Physics, three times a week, for a total of 171 minutes a week; b) Health, once a week, for total of 57 minutes a week; and c) Integrated Algebra, twice a week, for a total of 114 minutes. In addition, our advanced level students are programmed for a self-contained ESL Enrichment class, three times a week, for a total of 129 minutes a week. Our intermediate and beginner level students are also programmed for a self-contained ESL Enrichment class, three times a week, for a total of 129 minutes a week and a self-contained ESL with Rosetta Stone class, four times a week, for a total of 183 minutes a week.

b) The students are programmed in a heterogeneous block schedule. Our ELLs are all-in-one cohort of our Innovation Small Learning Community.

2) During the summer, based upon the students' NYSESLAT results, the ESL teacher's program will be determined for the upcoming academic year. The program will be based on the students' need to have the mandated instructional minutes, as per CR Part 154. Moreover, students will be programmed with teachers and staff who are bilingual in their language, as often as possible. For example, our Spanish-speaking ELL students are currently programmed to receive instruction from bilingual Spanish, Physics and Global History teachers and receive counseling from a Spanish-speaking guidance counselor. Currently our beginner students are receiving 651 minutes of services per week, our intermediate students are receiving 651 minutes of services per week, and our advanced students are receiving 468 minutes of services per week. Our one ESL teacher is co-teaching the following classes, with a licensed content area teacher, for all of our ELLs: a) Physics, three times a week, for a total of 171 minutes a week; b) Health, once a week, for total of 57 minutes a week; c) Integrated Algebra, twice a week, for a total of 114 minutes. In addition, our advanced level students are programmed for a self-contained ESL Enrichment class, three times a week, for a total of 129 minutes a week. Our intermediate and beginner level students are also programmed for a self-contained ESL Enrichment class, three times a week, for a total of 129 minutes a week and a self-contained ESL with Rosetta Stone class, four times a week, for a total of 183 minutes a week. Please refer to the sample ESL programs below. Please note the sample ESL programs are based upon the student's proficiency level.

Sample Schedule for ESL – Beginner

Period	Day 1	Day 2	Day 3	Day 4	Day 5
1st (8:00-8:35)	Grade Team Meeting	Advisory Ms. Lee	Advisory Ms. Lee	Advisory Ms. Lee	Community Meeting
2nd (8:35-9:35)	Integrated	Integrated	Physics	ELA	ELA

	Algebra Push-in Ms. Lee	Algebra	Push-in Ms. Lee		
3rd (9:35-10:35)	Physics Push-in Ms. Lee	Physics Push-in Ms. Lee	Integrated Algebra Push-in Ms. Lee	Global History	Global History
4th (11:20-12:05)	Physics Lab	ESL with Rosetta Stone Self-contained Ms. Lee	Arts Room	ESL with Rosetta Stone Self-contained Ms. Lee	ESL Enrichment Self-contained Ms. Lee
5th (11:20-12:05)	ESL Enrichment Self-contained Ms. Lee	ESL Enrichment Self-contained Ms. Lee	ESL with Rosetta Stone Self-contained Ms. Lee	PE	Arts Room
6th (12:05-12:50)	Lunch	Lunch	Lunch	Lunch	Lunch
7th (12:05-12:50)	Math Enrichment	Math Enrichment	ELA	Arts Room	PE
8th (1:50- 2:50)	Health/ PE Elective	Health/ PE Elective	Global History	Health/ PE Elective Push-in Ms. Lee	ESL with Rosetta Stone Self-contained Ms. Lee
Sample Schedule for ESL – Intermediate					
Period	Day 1	Day 2	Day 3	Day 4	Day 5
1st (8:00-8:35)	Grade Team Meeting	Advisory Ms. Lee	Advisory Ms. Lee	Advisory Ms. Lee	Community Meeting
2nd (8:35-9:35)	Integrated Algebra Push-in	Integrated Algebra	Physics Push-in Ms. Lee	ELA	ELA

	Ms. Lee				
3rd (9:35-10:35)	Physics Push-in Ms. Lee	Physics Push-in Ms. Lee	Integrated Algebra Push-in Ms. Lee	Global History	Global History
4th (11:20-12:05)	Physics Lab	ESL with Rosetta Stone Self-contained Ms. Lee	Arts Room	ESL with Rosetta Stone Self-contained Ms. Lee	ESL Enrichment Self-contained Ms. Lee
5th (11:20-12:05)	ESL Enrichment Self-contained Ms. Lee	ESL Enrichment Self-contained Ms. Lee	ESL with Rosetta Stone Self-contained Ms. Lee	PE	Arts Room
6th (12:05-12:50)	Lunch	Lunch	Lunch	Lunch	Lunch
7th (12:05-12:50)	Math Enrichment	Math Enrichment	ELA	Arts Room	PE
8th (1:50- 2:50)	Health/ PE Elective	Health/ PE Elective	Global History	Health/ PE Elective Push-in Ms. Lee	ESL with Rosetta Stone Self-contained Ms. Lee

Sample Schedule for ESL – Advanced

Period	Day 1	Day 2	Day 3	Day 4	Day 5
1st (8:00-8:35)	Grade Team Meeting	Advisory Ms. Lee	Advisory Ms. Lee	Advisory Ms. Lee	Community Meeting

2nd (8:35-9:35)	Integrated Algebra Push-in Ms. Lee	Integrated Algebra	Physics Push-in Ms. Lee	ELA	ELA
3rd (9:35-10:35)	Physics Push-in Ms. Lee	Physics Push-in Ms. Lee	Integrated Algebra Push-in Ms. Lee	Global History	Global History
4th (11:20-12:05)	Physics Lab	LOTE	Arts Room	LOTE	ESL Enrichment Self-contained Ms. Lee
5th (11:20-12:05)	ESL Enrichment Self-contained Ms. Lee	ESL Enrichment Self-contained Ms. Lee	LOTE	PE	Arts Room
6th (12:05-12:50)	Lunch	Lunch	Lunch	Lunch	Lunch
7th (12:05-12:50)	Math Enrichment	Math Enrichment	ELA Room	Arts	PE
8th (1:50- 2:50)	Health/ PE Elective	Health/ PE Elective	Global History Push-in Ms. Lee	Health/ PE Elective	LOTE

3) Instruction is delivered in English with native language support, through the use of bilingual glossaries, bilingual dictionaries and bilingual Spanish, Physics and Global History teachers. There is a weekly common planning time, for each of the content areas, built into the teachers' schedules. The ESL teacher is included in the common planning meeting for both Integrated Algebra and Physics. In addition, the ESL teacher meets with the content area teachers during common prep time, in order to, plan lessons to support our ELLs.

At Queens Metropolitan High School, instruction is delivered in English using content-based ESL and sheltered instruction. The ESL teacher is co-teaching Physics, Health and Integrated Algebra with a licensed content-area teacher. Our content area teachers use visual scaffolding, word walls, realia, cooperative learning and graphic organizers to help support our ELLs in attaining proficiency in English, through their content subject classes.

We also engage our ELL students in inquiry based learning to help them deepen their understanding of the content subjects. In our physics class, we utilize different products developed by Vernier to engage the kinesthetic learners. The manipulatives used in physics support the students' thinking and learning. It also provides visual scaffolding and aids in comprehension of abstract physics concepts. Smart Response interactive response system engages our ELLs to attempt to answer the comprehension questions posed by the content area

teacher. The ESL teacher will also reinforce the concepts learned in Physics and Integrated Algebra, during the ESL Enrichment class, as determined by our on-going assessment of the ELLs progress in their content area subjects.

Rosetta Stone is used to support our ELLs in strengthening their reading, writing, listening, and speaking skills in English. Our ELA teacher uses the writing workshop model to enable our ELLs to develop writing competence. This is further reinforced in ESL enrichment class by the ESL teacher.

4) a) Within our ESL instructional model, we will further differentiate for SIFE students by offering them access to Acuity Instructional Resources, additional counseling, and enhanced instruction in study skills. The Guidance staff will also be an integral part in SIFE students' educational programs. Guidance counselors will provide instruction in study skills.

b) The Rosetta Stone program allows newcomers to improve their reading, writing, speaking, and listening skills through the immersion method. The software provides additional ESL instruction at a personalized pace. We use realia to provide visual support for content vocabulary. Manipulatives are used in physics to support their thinking and learning. We also provide explicit content area vocabulary instruction, using visual supports whenever possible. All newcomers will be placed in an age/grade appropriate ELA class to prepare them for the NYS ELA exam. They will also be supported in their self-contained ESL classes to further develop the necessary literacy skills to meet the state ELA standards. These students will also receive the extra support of the bilingual staff members.

c) We will also use the Rosetta Stone program to support our ELLs requiring extension of services. This program will allow them to hone their reading, writing, listening and speaking skills. Acuity Instructional Resources will also be used to target their specific areas of weakness, as revealed by the 9th grade Diagnostic exams.

d) As long-term ELLs are usually proficient in listening/speaking, we will need to focus on improving their reading/writing skills. They usually have attained basic interpersonal communication skills, but they often need help to further develop their cognitive academic language proficiency. Many long-term ELLs have low academic literacy in both English and their native language. Students will be encouraged to continue to strengthen their native language skills, which will help them to improve their second language skills. Teachers will provide explicit academic literacy instruction across content areas. Content area teachers will continue to activate background knowledge and provide context rich instruction. We will work with long-term ELLs to build their academic vocabulary base and to improve reading comprehension across the curriculum. Guidance counselors will also provide necessary study skills support in order to help this subgroup.

e) We currently only have one ELL identified as having special needs and this student is currently being served as per his/her IEP. The ESL teacher will collaborate with the Special Education teacher to come up with an individualized plan to meet the needs of our ELLs with special needs. The ESL teacher will participate in the annual review conference for all ELLs with special needs. During the annual conference, the interdisciplinary team will formulate the academic goals that will drive the individual student's instruction. The data and recommendations on the IEP will also inform the ESL and content area teachers as to how we should differentiate the instruction.

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

Paste response to questions 5-14 here

5) A content area teacher is paired with an ESL teacher for the ELL's population. In addition, the ESL teacher provides additional support during ESL enrichment in their content areas. All services are offered in English with native language support. After school tutoring will be available in content areas to further reinforce the material covered in class. Guidance counselors will provide explicit instruction in study skills for our ELLs, as academically indicated.

6) They will be given testing accommodations for two years after they reach proficiency on the NYSESLAT. The pedagogues will be made aware of former ELLs on their class roster. In addition, they will be given native language support through the distribution of bilingual glossaries in their content area classes. Bilingual dictionaries will also be available in the school.

7) We are currently considering offering Saturday Academy to provide additional instructional support to the ELLs in their content area classes. Achieve 3000 and Destination Math are also being considered for the upcoming year, depending upon our budget.

8) This is the first academic year for Queens Metropolitan High School. We do not have any programs to discontinue from last year.

9) ELLs have equal access to all school programs. Our ELLs are programmed for Advisory with an ESL teacher. Their advisor provides explicit explanation about the different programs available at Queens Metropolitan High School. We also offer after-school tutoring to provide our ELLs with additional instructional support in content area subjects.

10) Bilingual glossaries and dictionaries are used to support their native language. Bilingual CD Roms are available for student utilization. We will reach out to community based organizations to obtain age and content relevant books in our ELLs' home languages. Rosetta Stone will be utilized to help students improve their speaking, listening, reading and writing skills. Acuity Instructional Resources will be used to address and strengthen their areas of weakness, as indicated by their Acuity Diagnostic results.

11) Our ESL program provides native language support through the distribution of bilingual glossaries for content area classes. Bilingual dictionaries are also available for our ELLs in the school. As 63% of our ELLs' home language is Spanish, we placed our ELLs in a SLC with bilingual Physics and Global History teachers to provide native language support. A bilingual guidance counselor is provided as well.

12) Resources and required services support corresponds to ELLs' age and grade level as we are only servicing 9th grade students this year. The instructional materials used with our ELLs are in alignment with NYS standards.

13) All students and their parents are invited to a new student orientation during the summer. During our summer orientation sessions, newly enrolled ELL students will have a separate meeting with the ESL coordinator to help them transition to a new school. During the meeting graduation requirements, program options, extra-curricular activities, academic supports and behavioral expectations will be discussed at length with the ELL students. Time will be allotted for a question and answer session to address any concerns our newly enrolled ELLs may have about high school.

14) Queens Metropolitan High School offers language electives utilizing Rosetta Stone. Advanced level ELLs are given the opportunity to take an elective language of their choice. Intermediate and Beginner level students are encouraged to use Rosetta Stone to build their speaking, reading, writing, and listening skills in English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-2 here.

1) In the beginning of the school year, the ESL coordinator will provide all pedagogues with the data on the RMNR for both current and former ELLs. An explanation of the data will also be provided to assist the pedagogues to differentiate instruction to our ELLs based on their most recent NYSESLAT/LAB-R results. Our teachers will also be encouraged to participate in any of the professional development sessions offered by the Office of English Learners. The ESL coordinator will be available to all staff to assist in ELLs instruction. The coordinator's schedule will be posted so that all staff are aware of availability.

2) During articulation, the ESL coordinator will provide staff with any data obtained from the local middle school. This information will help the staff anticipate any special needs our ELLs may have as they transition from middle school to high school.

3) Our teachers will participate in professional development offered by the Office of English Language Learners. In addition, they will also receive training in accessing and interpreting student results for the ELL Periodic Assessments. There will also be ELL training incorporated into our professional development calendar for the 2010 – 2011 school year.

E. Parental Involvement

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

Paste response to questions 1-4 here

1) Queens Metropolitan High School encourages parental involvement for all of our students, including ELLs. Our newly formed PTA will meet monthly to address the needs of parents, including ELLs, and of our school community. The Parent Coordinator and guidance team regularly reach out to parents when needs or issues arise within our ELLs community.

2) As this is our first academic year, we have not had the opportunity to partner with any Community Based Organization to provide workshops or services to our ELL parents. As the needs of our ELL parents are identified, we will explore opportunities for our school to work with Community Based Organizations and other agencies to provide the necessary support and services to our ELL parents.

3) The needs of parents will be evaluated by surveys and through communication with the school Parent Coordinator and Guidance team. The PTA will also bring any problems that are brought forth at their meetings to the administration's attention. The ESL coordinator will meet with the parents of all ELLs to inform them of their NYSESLAT score breakdown and high school graduation requirements. During this individual conference, the needs of the ELL parents will also be determined by the ESL coordinator. Our ELL parents will be encouraged to utilize the services of our Parent Coordinator and Guidance team.

4) Parent activities will be based on the needs identified through surveys and communication with the Parent Coordinator, guidance team and the administration.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									2				2
Intermediate(I)										4				4
Advanced (A)										2				2
Total	0	0	0	0	0	0	0	0	0	8	0	0	0	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	0	3	1	0	4
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		1		2		2		5
8	1		3		2		1		7
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	2		2		3		0		7
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	1		5		1		0		7
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 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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1) This year we used their 7th grade NYS ELA scores, 7th/8th grade NYS Math, 8th grade NYS Science, and 8th grade NYS Social Studies to assess their literacy skills across content areas. The ELLs are struggling with ELA, Science, Math and Social Studies. Three out of four ELLs are scoring at a Level 2 on the ELA. Approximately 50% of our ELLs are scoring at either Level 1 or Level 2 on the NYS Math, NYS Science and NYS Social Studies assessments. The data revealed our ELLs require support to develop their literacy skills across the various content areas. The ELLs are struggling with ELA, Science, Math and Social Studies. Additional content area vocabulary and literacy skills support will be needed in ELA, Physics and Global History this year. We will also need to further scaffold and provide visual/ audio support of the instructional material to improve our ELLs’ comprehension of the content area materials.

2) As this is our first year, we are currently only serving 9th grade students. We currently have two beginner level ELLs, four intermediate level ELLs, and two advanced level ELLs. Our intermediate level ELLs are comprised of both ELLs and ELLs eligible for extension of services. Our data reveals our ELLs are struggling with reading/writing. Some of our intermediate ELLs are proficient in listening/speaking but they need additional support to improve their reading/writing skills.

3) Our NYSESLAT modality analysis revealed 50% of our ELLs are proficient in listening/speaking while only 12.5% of our ELLs are proficient in reading/writing. Although we do not have any beginner level students in listening/speaking, 25% of our ELLs are considered beginner level students in reading/writing. Our ELLs are struggling with reading/writing, therefore, our instruction will target to improve their reading and writing skills. Many of our ELLs have difficulty with reading comprehension due to their limited vocabulary. During common planning time, strategies to implement vocabulary building strategies will be discussed with the content area teachers. Word walls will be used to help support vocabulary development. Working to improve our ELLs’ writing skills will need to be addressed across the content areas. Writing workshop model is used in their ELA and ESL classes to teach our students the writing process.

4) a. In the 7th grade, 75% of our ELLs who took the NYS ELA scored at a Level 1 and 25% scored at a Level 2. The NYS Math and Science results indicate that 57% of our ELLs are at a Level 1 or 2 and 43% of our ELLs are at a Level 3 or 4. The NYS Social Studies results indicate that 71% of our ELLs are at a Level 2 and only 14% of our ELLs are at a Level 3. Our ELLs are struggling in their all of their content area subjects as per their middle school state assessment results. We are unable to determine if the exams were taken in English or their native language as the exams were administered in middle school.

b. Once we have the results of the ELL Periodic Assessments, we will use the data to address the areas of weakness during the self-contained ELL classes. The data will also be analyzed with the content area teachers to determine how we can support our ELLs.

6) We are working with our ELLs to ensure that they will be able to comprehend their content area subjects to obtain credit for the classes at the end of the academic year. One way we would measure our success would be to monitor the number of credits earned by our ELLs during the academic year. Ideally we do not want any of our ELLs to be held over a grade at the end of the academic year. The NYS Regents is another way we would measure the success of our ELL programs. Our program was designed to provide and equip our ELLs with the skills necessary to achieve at least a 65 on the NYS Regents examinations in the content areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		