



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**   METROPOLITAN CORPORATE ACADEMY H.S.  

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DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

  15K530  

PRINCIPAL:   LENNEL GEORGE   EMAIL:

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SUPERINTENDENT:   AIMEE

HOROWITZ

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lennel George	*Principal or Designee	
Chris Renaud	*UFT Chapter Leader or Designee	
Mercedes Avalon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jamilla Avalon Josenia Edwards Tyquan Henderson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Juliette Walker	Member/UFT	
Moli Ntuli	Member/UFT	
Theresa Broderick	Member/UFT	
Kaleenah Minton	Member/Parent	
Marcia Henriksen	Member/	
Alexandra Taylor	Member/Parent	
Enrique Santana	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve the number of students in grades 10, 11 and 12 earning 10 credits or more by June 2012 to 75%.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Credit accumulation in the second and third year has traditionally been low.
- Last school year less than 65% of the students in the second and third year earned more than 10 credits
- Low credit accumulation adversely affects graduation rate.
- Increase in credit accumulation will increase the number of students graduating and improve schools Progress report.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - **Implement credit recovery classes for all grades on Saturdays and after-school.**
    - **Provide AIS to at-risk-students.**
    - **Track students in need through the assistance of the guidance counselors.**
    - **Schedule bi-monthly meetings of the Accreditation Committee.**
    - **Provide professional development which emphasizes working with students at risk.**
    - **Continuous review of student work to determine needs.**
    - **Continuous review of student work to determine needs.**
    - **Ongoing professional development aligned with student needs.**
    - **Weekly grade team meeting and conferencing with students-at-risk.**
  - b) staff and other resources used to implement these strategies/activities,  
**Guidance counselors, attendance teacher . credit recovery classes and other academic intervention services**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**Teacher teams meet in common planning time to strategize ideas for getting students to earn credits.**  
**Accreditation committee and Credit Recovery Committee set policies and rules about credit accumulation**

d) timeline for implementation.

**By June 2012 credit accumulation for all students will increase.  
Will assess this goal in the middle of the school year**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Schools new parent website to communicate with parents.**
- **Parents have access to view students progress reports each marking period on the schools' website.**
- **Parents have unique access to schools website to view their students' assignments, homeworks, projects etc**
- **Monthly mailings to parents about school event, student status etc.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development offered by Network team**
- **Continue common planning in weekly grade team meetings**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **School's after school programs, credit recovery classes and other funded programs are coordinated to meet the ultimate goal of getting all students to earn more than ten credits each year.**
- **School has developed an after school academic club.**
- **In house SES provider works with after school academic club.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title 1 SWP: Teacher per session 5 teachers at 5 hrs a week; Supervisor per session, 7 hrs a week; Tax Levy FSF for supplies and instructional materials .Tax levy FSF Instructional material**

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, the 28 students in the 2012 cohort (87 total in cohort) who have not passed the ELA Regents, will all pass with a 65 and above.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Percentage of students passing the ELA Regents last year was \_\_\_\_\_
- A percentage of students did not graduate because they did not pass the Regents in English

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
**Intensive tutoring for the seniors retaking Regents in January.**

**Continuous review of student work using set protocols and rubrics.**

**Meet in study groups weekly during grade team meeting around a number of study texts, including Do I really have To Teach Reading**

**Offer ELA Regents prep on Saturdays for all students.**

**Use the data collected from student's writing folders to identify areas of the ELA exam that they are struggling with.**

**Determine from item analysis of the January ELA Regents results the areas to focus on to prepare students to do better on the June exam.**

**Introduce Literature Circles and Socratic Seminar in all classes.**

**Continue common planning in weekly grade team meetings.**

**Introduce a Student Data Form for teachers to record information about students' deficiencies and strategies to help them improve.**

**Collaboration between the Social studies and English**

- b) staff and other resources used to implement these strategies/activities,  
**Guidance counselors, attendance teacher . credit recovery classes and other academic intervention services; Teachers and Administrators**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**Teacher teams meet in common planning time to strategize ideas for getting students to pass the regents Accreditation committee and Credit Recovery Committee set policies and rules about credit accumulation**

d) timeline for implementation.

By June 2012 all the students in the 2012 cohort will pass the ELA Regents

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Schools new parent website to communicate with parents.
- Parents have access to view students progress reports each marking period on the schools' website.
- Parents have unique access to schools website to view their students' assignments, homeworks, projects etc
- Monthly mailings to parents about school event, student status etc.
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**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development offered by Network team**
- **Continue common planning in weekly grade team meetings**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **School's after school programs, credit recovery classes and other funded programs are coordinated to meet the ultimate goal of getting all students to earn more than ten credits each year.**
  - **School has developed an after school academic club.**
- In house SES provider works with after school academic club.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 SWP: Teacher per session 5 teachers at 5 hrs a week; Supervisor per session, 7 hrs a week; Tax Levy FSF for supplies and instructional materials.

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Increase in student achievement and progress toward graduation. Increase Graduation rate from 58% to 70%**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Graduation rate has been persistently low. Last year's four year graduation rate was only 58%**

**The trend in graduation in the last three years show major need to address this area of school improvement**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
**st Purposefully align curriculum, instruction, assessment and staff development by: aligning daily instruction with specified learning objectives; providing staff with opportunities for ongoing collaboration and professional development directly related to students achievement; Insure that common planning and interdisciplinary teams are in place.**

a) strategies/activities that encompass the needs of identified student subgroups,

**Purposefully align curriculum, instruction, assessment and staff development by: aligning daily instruction with specified learning objectives; providing staff with opportunities for ongoing collaboration and professional development directly related to students achievement; Insure that common planning and interdisciplinary teams are in place.**

**Support students who need additional help by creating collaborative inquiry teams to work with targeted students; create peer tutoring systems within classrooms; create a Freshman Mentoring Program where selected seniors are assigned to a group of five freshman as a mentor/big brother/big sister; utilize staff as part of their C-6 to provide daily tutorial services for individual students and small groups.**

**Actively promote a climate of achievement and the use of incentives and celebrations: recognizing student curricular and non-curricular achievements on daily school announcements; provide individual incentives and marking period recognition assemblies for students; publish names of students who meet achievement goals in classroom and school newspaper; share professional learning and achievements at weekly team meetings and department meetings.**

- b) staff and other resources used to implement these strategies/activities,  
**Guidance counselors, attendance teacher . credit recovery classes and other academic intervention services;Teachers and Administrators**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**Teacher teams meet in common planning time to strategize ideas for getting students to pass the regents Accreditation committee and Credit Recovery Committee set policies and rules about credit accumulation**
- d) timeline for implementation.

By June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Structure strong parent partnerships by creating systems for consistent two way communication between home and school: Schools Parent website, insure that all teachers are signed on to website and parents can reach them via site; conduct grade-level parent workshops-Curriculum/ Family Night; teachers will post homework and assignments and projects on website for students and parents.**

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#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development offered by Network team**
- **Continue common planning in weekly grade team meetings**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **School's after school programs, credit recovery classes and other funded programs are coordinated to meet the ultimate goal of getting all students to earn more than ten credits each year.**
- **School has developed an after school academic club.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Tax levy FSF for Curriculum and staff development; Title 1 SWP Educational Consultants and Professional Development materials to support instruction.**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Attendance will increase from last year's 76% to at least 85% by June 2012.-**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Schools attendance has been historically low contributing to low graduation rate, low levels of regents passing and low credit accumulation on the part of students**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- **Attendance Coordinator will aggressively work with Attendance Teacher to monitor attendance**

- **Use of School Messenger to make daily automated calls to parents**

- **AM and Saturday phone bank.**

- **Offer attendance incentives-movie tickets, certificates, Bulletin board recognition, PA announcements, etc.**

- **Provide workshops at various times to accommodate parents' schedules.**

- **Provide parents with interest inventory surveys to meet the needs of parents.**

- **Contact parents to provide positive feedback regarding their child's progress**

- **Schedule regular meetings with PC, COSA and staff to infuse school wide assemblies/activities with PTA meetings.**

- **Strengthen and acquire additional support from current community based organizations, such as Hospital Audiences, Caribbean Cultural Society and New York Cares.**

b) staff and other resources used to implement these strategies/activities,

**Attendance teacher, teachers and administrators working together. Use of guidance counselors and Parent Coordinator in outreach to parents and students**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**Teacher teams meet in common planning time to strategize ideas for getting students to improve their attendance**

d) timeline for implementation.

**By June 2012**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided **Provide workshops at various times to accommodate parents’ schedules.**
- **Provide parents with interest inventory surveys to meet the needs of parents.**
- **Contact parents to provide positive feedback regarding their child’s progress**
- **Schedule regular meetings with PC, COSA and staff to infuse school wide assemblies/activities with PTA meetings.**
- on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development offered by Network team**
- **Continue common planning in weekly grade team meetings**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**After school programs and other programs will be coordinated with attendance outreach programs.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
Title 1 SWP for Attendance calls, per session 2-4 hrs a week; Title 1 SWP and Tax levy FSF for materials, mailings School Messenger automated system.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>	11	11	11	11	11	0	0	0
<b>11</b>	30	30	30	30	35	0	0	0
<b>12</b>	41	41	41	41	15	8	8	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

<b>Social Studies</b>	<b>During the school day AIS services in social studies is through Achieve 3000. Classes are scheduled to use Achieve 3000 a minimum of twice a week. Regents prep classes in Global and US History classes during the school day provide support for students who are struggling with passing Regents exams. Extended day period also provides tutoring in social studies during the day. Saturday school; PM school; Peer tutoring.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Case conferences with students and parents; provide referrals to outside services</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>One –on-one sessions with students.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Group and one-and-one counseling.</b>
<b>At-risk Health-related Services</b>	<b>COSA/Social worker met students in groups to discuss issues of prevention and adolescent health issues.</b>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_15K530 \_\_\_\_\_ **School Name:** Metropolitan Corporate Academy \_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Curriculum documents were absent in most subject areas, and those that were available were lacking in rigor and coherence
  - There were little or no evidence of scope and sequence documents or pacing calendars.
  - No evidence of horizontal or vertical integration of curriculum
  - Literacy instruction was not observed in all content areas.
  - Interactive and cooperative activities were observed in some classes. Though rigor and focus were lacking.
  - The use of technology is limited to the classrooms and the computer room is underutilized.
  - The school did not demonstrate consistent use of effective school wide data analysis.
  - Professional development (PD) opportunities designed to improve teacher effectiveness were minimal and not focused.
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Increase the use of NYS Common Core Standards into our daily lessons.
  - Improve the quality of subject discipline Curriculum Maps through the PD with Collaborative Learning.
  - Provide ongoing professional development in the use of Danielson's Framework for Teaching.
  - Provide credit recovery classes for students to earn credits to get on track for graduation.
  - Train teachers how to effectively use data to drive instruction. This PD will also help teachers better understand subgroup data.
  - Provide professional development in the use of Differentiated Instruction, improve the use of rubrics, address special needs students needs and align their lesson plans to NYS Standards.
  - Provide ongoing training in the use of interactive whiteboards in classroom instruction

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**Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The funds will be used to improve teacher effectiveness by providing professional development in the following areas:

1. Danielson's Framework for Teaching training offered by ASCD. 2. Educational Consultant, Jim Vacca will work with selected teachers in Humanities to improve their curriculum planning and lesson planning. 3. Collaborative Learning will offer series of workshops for teachers on using their Instructional Planner and Curriculum Mappers tool.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As part of our mentoring program teachers will be required to conduct a minimum of three peer observations, meet with their colleagues, discuss best practices and when necessary offered mentoring from an experienced colleague and or administrator.

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.

Parents will be notified via letter backpacked home as well as mailed to home in English and Spanish. Information will also be posted on school's website for parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>530</b>
School Name <b>Metropolitan Corporate Academy H.S</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Lennel George</b>	Assistant Principal <b>Debra Nagel</b>
Coach <b>n/a</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Erica Galea</b>
Teacher/Subject Area <b>Moli Ntuli, ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Darlene Walkere</b>
Related Service Provider <b>Evelyn Pierre</b>	Other <b>Kabeya Mbuyi/Ass't Principal</b>
Network Leader <b>Steve Chernigoff</b>	Other <b>type here</b>

### C. 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	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>189</b>	Total Number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.53%</b>
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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. 

1. Our certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with new families to help determine if our school would be an appropriate choice. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a New York City school, and an informal oral interview is conducted to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS, the ESL specialist administers the LAB-R assessment to determine student's eligibility to receive mandated ESL services. We administer the LAB-R within 10 days and administer if necessary the Spanish LAB for Spanish speaking ELLs

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

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

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

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

4. If the results of the LAB-R indicates that the student is entitled to ESL services or if the student is entitled to continued service as per the result of the NYSESLAT, parents are invited to a parent orientation where information regarding the ELL programs that are available in New York City is discussed in the parents' native language. At the end of this meeting, parents fill out the Program Selection Form. The students are placed according to the parents' choice of program. All the entitled students receive ESL services as

per the CR-Part 154 Regulations i.e beginners receive 540 minutes of ESL instructions per week; intermediate -360 minutes; advanced-180 minutes of ESL and 180 minutes of ELA instruction per week. Communication to parents is in English and Spanish. If other languages are required we use DOE translation services.

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0
Special Education	1		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	1	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. ①

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

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
<b>TOTAL</b>	<b>0</b>													

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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												1		1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>										

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

5d We have no ELLs that are long term ELLs.

6 Instructional strategies used by teachers include focused literacy development, Achieve 3000. We have one ELL student. She is a special needs student who is very low functioning and receives support from her bilingual para.

7. The schools' curricular and instructional program allows flexibility in scheduling for ELLs. the one student that is a self-contained student receives pull out services from the English teacher as well as support in her native language from her paraprofessional.

## Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

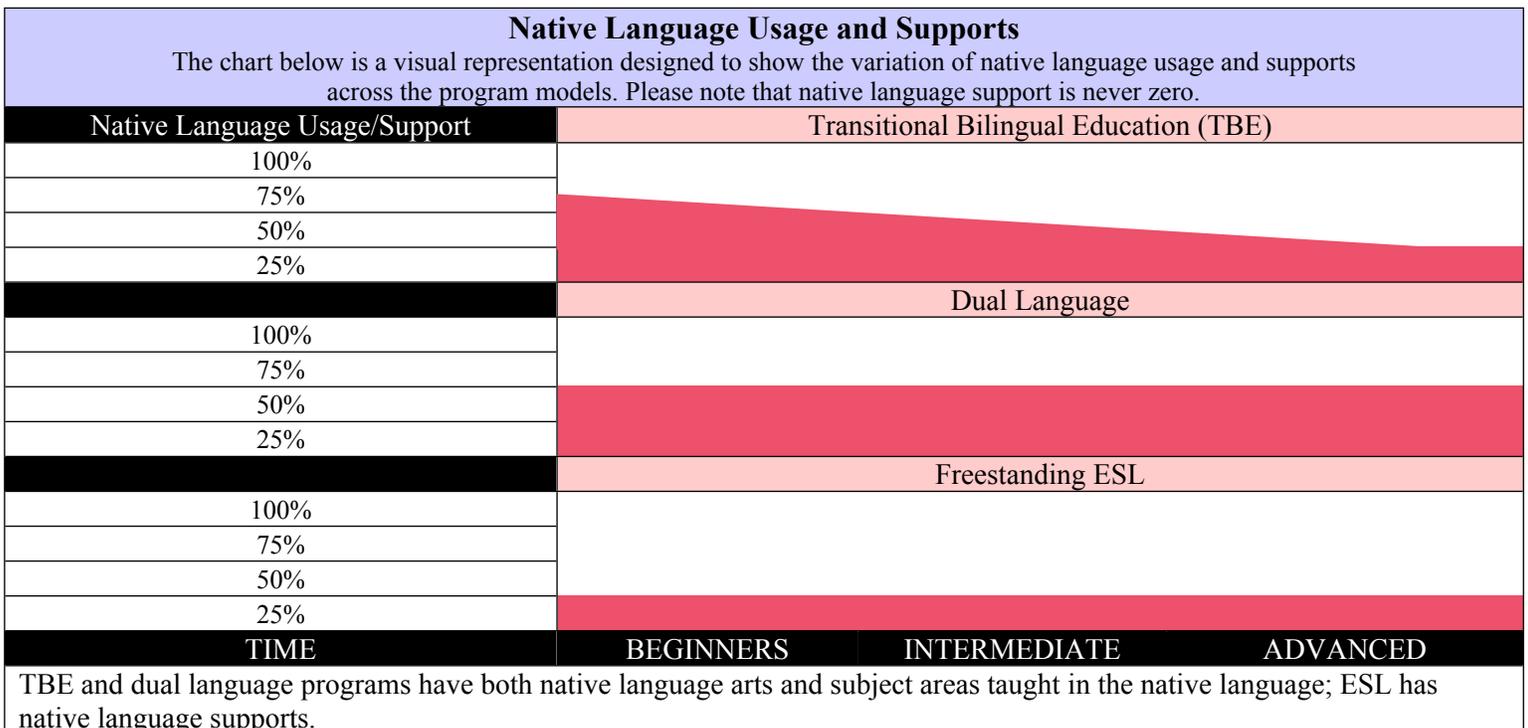
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	0		

Social Studies:	0
Math:	0
Science:	0


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. We have a small population of ELLs, whose skill levels are not very different from most of our students.

Personalized instruction is focused on student strengths; where possible, teachers allow students to complete assigned work at their own pace.

Time and resources are also allocated for re-teaching and "catch-up" in order that every student can achieve mastery.

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

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

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

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

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

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

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

9. Our ELL students have equal access to all school programs and services. Our ELL students are all in regular classes and they are given

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. We have a small population of ELLs, whose skill levels are not very different from most of our students.

Personalized instruction is focused on student strengths; where possible, teachers allow students to complete assigned work at their own pace.

Time and resources are also allocated for re-teaching and "catch-up" in order that every student can achieve mastery.

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

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

- Utilizing electronic resources
- Integrated instructional units across disciplines
- Collaborative team-teaching with SETSS and other support staff
- Cooperative learning
- Scaffolding
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9. Our ELL students have equal access to all school programs and services. Our ELL students are all in regular classes and they are given the options to participate in all MCA extracurricular activities. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: literacy center and school library, tutoring, and Saturday Program.

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## E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

We partner with CBO such as HAI, community Works, and Brooklyn Public Library. These organization provide workshops and services that can benefit all students including ELLs.

Our Parent Coordinator has offered workshops for parents.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Workshops for all staff focuses on Common Core standards, Danielson Framework For teaching and literacy across the curriculum. PD calendar offered by Network 610

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

2. Staff assists ELLs in many ways as they transition from middle school to high school by providing orientation programs, buddy support etc.

3. Records are maintained in administrator's log of meetings. In addition, minutes of all training as well as the agenda and attendance sheets are placed in administrative files

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## 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
													L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)												1		1
Advanced (A)											1		1	2
Total	0	0	0	0	0	0	0	0	0	0	1	1	1	3

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

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

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

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

Paste response to questions 1-6 here

1. For all new admits to our school, we look at their test history, using information on their transcripts, on ARIS and ATS. When an ELL

### 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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	1		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	0							

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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## Part VI: LAP Assurances

School Name: <u>Metropolitan Corporate Academy</u>		School DBN: <u>k530</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lennel George	Principal		1/1/01
Debra Nagel	Assistant Principal		1/1/01
Darlene Walker	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Moli Ntuli	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Erica Galea	Guidance Counselor		1/1/01
Steve Chernigoff	Network Leader		1/1/01
Evelyn Pierre	Other <u>Related service prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 15k530      **School Name:** Metropolitan Corporate Academy H.S.

**Cluster:** 6      **Network:** 610

**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**

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

Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference. For this 2011-12 school year, the Chinese, Nepalese, Haitian Creole families all requested that school communications be sent in English.

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

The findings of our analysis/survey of written translation and oral interpretation needs are: The majority of the parents speak English with about 15% speak Spanish. There are about 15 to 20 Haitian American parents who have requested that material be sent home in English.

## Part B: Strategies and Activities

---

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

Upon registering, parents are asked to complete the Home Language Survey and indicate their language preference. Material are translated into Spanish. The parents of those who speak other than English or Spanish requested materials in English.

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

Oral translations in Spanish will be provided by staff members. Other languages we contact the translation and interpretation services

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

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