Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : __QUEENS METROPOLITAN HIGH SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): __28Q686_____

PRINCIPAL: __ MARCI LEVY-MAGUIRE _____ EMAIL: __MLEVYMAGUIRE@SCHOOLS.NYC.GOV___

SUPERINTENDENT: __JUAN MENDEZ_____

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
Marci Levy-Maguire	*Principal or Designee	
Evelyn Goldschmidt	*UFT Chapter Leader or Designee	
Michael Carrone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicole Kopczynska Maria Agranovskiy Anthony Blanchard	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Debbie Zampelli	Member/PTA	
Gail Lambert	Member/CSA	
Beth Kuhlman	Member/UFT	
Rafael Machuca	Member/UFT	
Florinda Carrone	Member/PTA	
Jackie Bruno	Member/PTA	
	Member/	

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.

By June 2012, all students will engage in rigorous curriculum in ELA and Math as measured by their progress and performance on performance based tasks. All 9th and 10th grade students will: 1) read and analyze informational texts and write opinions and/or arguments in response, and 2) demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

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.

In addressing the citywide instructional expectations for 2011-2012, we will be using the performance based tasks to develop and analyze rigorous assessments. Based on these data, we will develop strategies to support students' performance in meeting the Common Core State Standards. The data will also be used to analyze the progress and performance of subgroups and develop appropriate support systems.

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,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

a) Inquiry Team work; analysis of student work with interdisciplinary teams; rubric development and use; creation of cognitively demanding tasks
b) Classroom teachers, Assistant Principals, Data Specialist, Inquiry Team
c) Ongoing professional development to support teachers in creating, scoring, and analyzing performance based tasks and other cognitively demanding assessments; collaborative planning sessions; faculty meetings; Inquiry Team meetings and share-outs; collaborative team of teachers and administrators create tasks and rubrics
d) Evaluation: Analysis of student work; performance based literacy and math tasks; individual, subgroup, grade-level, and whole school performance based task scores; walkthroughs and observations (to observe and analyze effectiveness of developed strategies)
e) September 2011 through 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.
    - **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquires.**
    - **Parent Coordinator creates and distributes monthly newsletter.**
    - **Results will be shared and discussed with students in Advisory and will be reported to parents**

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 becomes highly qualified, in order to achieve this goal.

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers**
- **Mentors are assigned to support struggling and novice teachers**
- **Professional development opportunities (in and out of school)**

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.

- **Our Advisory program includes the development of students' 21st Century Skills that will help students in achieving this goal.**

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.
- **Teacher per session hours (TL DYO Assessment) to develop and analyze assessments with high cognitive demand**
- **Teacher per session hours (TL Fair Student Funding HS) for to grade assessments**
- **Teacher per session hours (ARRA RTTT Citywide Instructional Expectations) to support teachers in examining and analyzing the Common Core Standards to align performance-based assessments**
- **Collaborative planning time for teachers (C6 time) from TL Fair Student Funding to collaboratively review student work and data**
- **Administrators (TL Fair Student Funding) to supervise teachers' development and analysis of performance-based assessments and strategies developed based on analysis to support students in classrooms school-wide**

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 August 2012, at least 80% of 9th grade students will earn 11 credits.

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.

To graduate in four years and be college-ready, students must earn an average of 11 credits per year. We want to ensure that our students are not only on track for graduation, but also earning credits in diverse content areas so they are better prepared to answer our school's three essential questions: Who am I? Who do I want to be? How do I get there? To prepare students to access more advanced content in the upper grades, we develop courses and curricula to establish foundational knowledge and skills in the major content areas in the 9th grade.

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,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

a) Program development; Guidance Counseling; Advisory
b) Advisors, Guidance Counselors, Assistant Principals, Parent Coordinator
c) Teachers are provided with IEPs and information regarding students' English Language Learner status to better understand their strengths and challenges;; scholarship reports and academic data by subgroups are reviewed with teachers during collaborative planning time and/or at faculty meetings; teachers are provided with resources and professional development regarding graduation requirements to be able to better support subgroups of students; student work and assessments will be analyzed to support teachers in differentiating more effectively to meet the needs of all students
d) September 2011 through August 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.
  - **Parents are provided with information on the New York State Graduation Requirements and an outline of how the**

QMHS program supports students in meeting those expectations

- **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquires.**
- **Parent Coordinator creates and distributes monthly newsletter.**
- **Advisors communicate with parents via email, phone, in-person meetings, Curriculum Night, parent teacher conferences, progress reports, Demonstrations of Learning**

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 becomes highly qualified, in order to achieve this goal.

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
- **Mentors are assigned to support struggling and novice teachers.**
- **Professional development is provided to all faculty/staff**

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.

- **Our breakfast program is well-attended and ensures that many of our students get to school on time. Our Advisory program, Guidance Counseling services, and Social Work services support students in addressing their social-emotional needs so they can be more attentive to their academic work.**

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.
- **9th grade Advisors (Fair Student Funding) will review graduation requirements and students' progress toward them with their students and their families**
- **Teacher per session hours (TL Fair Student Funding HS) to provide after-school tutoring and extracurricular activities related to students' academic program**
- **Data Specialist (ARRA RTTT Data Specialist) will analyze student data and discuss with Guidance and Advisors**
- **Guidance Counselor per session hours (TL Fair Student Funding HS) to analyze student data and/or meet with students and/or parents to discuss credit issues**
- **Administrators (TL Fair Student Funding HS) to supervise**

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.

By June 2012, we will improve the performance of students in the lowest 3rd on the literacy performance based assessments by an average of .5 levels on teacher- created rubrics.

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.

In addressing the citywide instructional expectations for 2011-2012, cognitively demanding tasks need to be created along with rigorous rubrics that support teachers in developing strategies for differentiation and fostering high expectations. Our lowest third population includes a number of our special education students and English Language Learners who have not yet met expectations and need additional academic supports.

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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

e) Analysis of student work within interdisciplinary teams of teachers; analysis of quantitative student data; differentiated instruction

f) Assistant Principals, Classroom Teachers, ESL teachers, Special Education teachers, paraprofessionals, Data Specialist, Inquiry Team

g) Teachers will create lesson and unit plans that demonstrate differentiation based on students' performance based assessment scores and individual strengths and challenges; professional development provided for teachers on differentiation, assessment development and analysis, and analyzing student work; collaborative planning time sessions devoted to task and rubric development (with assistance of administration and Network); teachers participate in data analysis and strategy development; Data Specialist will review data with individual and small groups of teachers; teachers will share low-inference data on and academic work from individual students with Advisors to support individual student growth; Inquiry Team will analyze data and develop support strategies for students

h) Implementation of timeline: September 2011 through 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.
    - **Advisors will share student results (including rubric) with parents in person, through email, and/or in Blackboard**
    - **Grade Teams will write summary of results and strategies being used to support students' progress and performance → this summary will be shared with parents**
    - **Workshops will be held with parents of students with special needs and English Language Learners to better understand the academic expectations for their children and how the school is supporting them**

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 becomes highly qualified, in order to achieve this goal.

    - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers**
    - **Mentors are assigned to support struggling and novice teachers**
    - **Professional development is provided for all teachers**

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.

    - **A variety of services are being utilized to support these subgroups of students, including local counseling services and violence prevention and Respect for All 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.
- **9th & 10th grade Advisors (Fair Student Funding) will work with advisees and their parents to develop foundational knowledge and skills at the appropriate grade level**
- **9th & 10th grade teachers (Fair Student Funding) will differentiate content, curriculum, & assessments to support the progress and performance of the lowest third students**
- **Teacher per session hours (TL Fair Student Funding HS) to provide after-school tutoring and extracurricular activities for students in the lowest third**
- **Data Specialist (ARRA RTTT Data Specialist) will analyze student data and discuss with Guidance and Advisors**
- **Guidance Counselor per session hours (TL Fair Student Funding HS) to analyze student data and/or meet with students and/or parents to discuss academic progress and performance**
- **Administrators (TL Fair Student Funding HS) to supervise**

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	130	94	78	0	10	0	17	0
10	0	84	0	0	41	0	16	0
11								
12								

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	**1. Achieve 3000** **2. Online program** **3. During the day, before and after school, weekends** **1. Teacher support** **2. Tutoring** **3. During and After-school** **1. My Access** **2. Online program** **3. During the day, before and after school, weekends**
Mathematics	**1. Teacher support** **2. Tutoring** **3. During and After-school**

Science	**1. Teacher support** **2. Tutoring** **3. During and After-school**
Social Studies	**1. Teacher support** **2. Tutoring** **3. During and After-school**
At-risk Services provided by the Guidance Counselor	**1. Guidance Counseling** **2. Individual and small group sessions** **3. During the school day**
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	**1. Counseling** **2. Individual and small group sessions** **3. During the school day**
At-risk Health-related Services	

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.

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 1st 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 1st 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.

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 Chris Groll/Gillian Smith	District 28	Borough Queens	School Number 686
School Name Queens Metropolitan High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Marci Levy-Maguire	Assistant Principal Tori Raysor
Coach type here	Coach type here
ESL Teacher Yoon Lee	Guidance Counselor Joanna Gonzalez
Teacher/Subject Area Jesus Hernandez/ Physics	Parent Apolinar Matos Gonzalez
Teacher/Subject Area type here	Parent Coordinator Kim Ramazan
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	661	Total Number of ELLs	25	ELLs as share of total student population (%)	3.78%

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)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, Ms. Yoon Lee, in English and/or in their 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 to 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. The LAB-R is administered by a licensed ESL teacher or ESL coordinator.

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 programmed. 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 and students will be placed within the first ten school days.

For all current ELLs, the appropriate number of NYSESLAT exams will be ordered in a timely manner utilizing the data obtained from the RLER report on ATS. In addition, the RLER report will be generated right before the NYSESLAT testing window period, to ensure that all entitled ELLs will be administered the NYSESLAT. All entitled students will be scheduled to take the NYSESLAT exam during the school day according to the NYSESLAT assessments memo provided by the state. As all entitled students are programmed for departmentalized ESL classes, the NYSESLAT will be administered during the departmentalized ESL classes. A testing schedule will be formulated by the ESL coordinator and the A.P. of ESL and this information will be provided to the students and parents at least three weeks before the start of the testing period. The speaking portion of the NYSESLAT will be administered on an individual basis during one of the student's classes with the teacher's prior knowledge and consent during the speaking testing period. During the first three days of the listening, reading, and writing administration, the three modalities of the test will be administered during the departmentalized ESL classes. Then the rest of the testing period will be used to administer any portion of the exams that will need to be made up by the students who may have missed a modality of the test. Make-up sessions will be scheduled for the students who may be absent during the administration of any of the four modalities of the exam.

2) Individual parent orientation sessions are conducted by the ESL coordinator, Ms. Yoon Lee, when it is determined a student 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 or the brochure is not available in their home language, a translator will be used to translate the content of the video or the brochure for the parent. During the individual orientation meeting, the parent will have an opportunity to ask questions about the three programs 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. In addition, the ELS

coordinator will contact the parent by phone to verbally inform them of their entitlement status. 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. Copies of the entitlement and non-entitlement letters are kept by the ESL coordinator in her room and in the main office. The program selection forms are collected after the parents complete the form during the individual parent orientation. If the parents need more time to consider their options, then the parents are instructed to return to the form to the school as soon as possible. The ESL coordinator will continue to follow up with the parent with phone calls until the form is returned. However, during our first two years all of our parents have opted to complete the forms after the orientation. The original copy of the parent selection form is placed in the student's cumulative folder in the main office, a copy is kept by the ESL coordinator, and a copy is also kept in the main office.

4) In the beginning of the school year, the RLAT report is generated for entitled and no longer entitled students. Continued entitlement and Non-entitlement/Transition letters are sent to the parents in the beginning of the school year. Copies of these letters are kept by the ESL coordinator and in the main office. Students are placed according to their parents selection as indicated by the parent selection form in their cumulative folder and/or BESIS student information service history.

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 day of school after the meeting, the ESL coordinator will contact the parent to return the form to the school as soon as possible.

The parental selection form will determine the student's placement. Our school currently has an ESL program, since 24 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 second academic year for Queens Metropolitan High School. Last year, all of our 8 ELLs opted for the ESL only program. This academic year 24 out of our 25 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' request. However, if we have the requisite number of students requesting for a bilingual program in any language, we will offer the necessary bilingual program.

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 ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													**0**
Dual Language (50%:50%)														**0**

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Freestanding ESL														
Self-Contained										2	1			3
Push-In										1	1			2
Total	0	0	0	0	0	0	0	0	0	3	2	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	**Newcomers (ELLs receiving service 0-3 years)**	16	**Special Education**	7
SIFE	1	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6 years)**	7

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	16	0	1	2	1	1	7	0	5	25
Total	**16**	**0**	**1**	**2**	**1**	**1**	**7**	**0**	**5**	25
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	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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										8	2			**10**
Chinese										3	1			**4**
Russian										1				**1**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French											1			**1**

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**
Korean														**0**
Punjabi														**0**
Polish										1				**1**
Albanian										1	1			**2**
Other										6				**6**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**20**	**5**	**0**	**0**	**25**

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?

1) a) Our school has both push-in and departmentalized ESL classes for our ELLs. Our ESL teachers are co-teaching ELA and Global History with a licensed content area teacher.

b) The students are programmed in a heterogeneous block schedule.

2) During the summer, based upon the students' NYSESLAT results, ESL teachers' programs 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, whenever possible. For example, our Spanish-speaking ELL students will be programmed to receive instruction from bilingual Physics and Global History teachers whenever possible and receive counseling from a Spanish-speaking guidance counselor if needed. Currently our beginners are receiving 550 minutes of ESL service per week. They are receiving 4-5 departmentalized ESL classes per week for a total of 220- 275 minutes, 3 periods of push-in ESL during ELA for a total of 165 minutes and 2 periods of push-in ESL during Global History for a total of 110 minutes. Our intermediate students are also receiving 385 minutes – 550 minutes of ESL service per week. If they are receiving 550 minutes of ESL, the services are the same as the beginner level students. If they are receiving 385 minutes of service, they are receiving 4 periods of departmentalized ESL classes per week for a total of 220 minutes, 2 periods of push-in ESL during ELA for a total of 110 minutes and 1

period of push-in ESL during Global History for a total of 55 minutes. Our advanced students are also receiving between 220 minutes and 550 minutes of ESL service per week. Our one advanced student who receives 220 minutes of service per week, receives 4 periods of departmentalized ESL classes per week for a total of 220 minutes.

3) Instruction is delivered in English with native language support, through the use of bilingual glossaries, bilingual dictionaries, and Physics and Global History teachers who are bilingual in Spanish. There is a weekly common planning time, for each of the content areas, built into the teachers' schedules. The ESL teachers are included in the common planning meeting for both ELA and Global History.

At Queens Metropolitan High School, instruction is delivered in English using content-based ESL and sheltered instruction. Licensed ESL teachers are co-teaching ELA and Global History with licensed content area teachers. 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. The content area teachers and ESL teachers utilize scaffolding strategies such as modeling, bridging, contextualization and schema building. Activating background knowledge is also another strategy used by teachers to help make the content comprehensible for the ELLs. The ESL teacher will also reinforce the concepts learned in ELA and Global History, during the ESL Enrichment class, as determined by our on-going assessment of the ELLs progress in their content area subjects.

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. We are also using CPO equipment during Physics lab because it provides visual representations of the concepts in physics. In addition, the structure of science labs allows for inquiry-based learning for our ELLs. 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.

Our ELA teacher uses the writing workshop model to enable our ELLs to develop writing competence.Think-Pair-Share is also often used to engage students and to improve their speaking and listening skills. In both ELA and Global History, extensive modeling is used during instruction. Groupwork with teacher support is also incorporated on a regular basis to build their reading, writing, listening and speaking skills. An ESL teacher also co-teaches and collaborates with ELA and Global History teachers to provide ELLs with additional language support.

4) One way that we can evaluate Spanish speaking ELLs is through the Spanish LAB. ELLs are also provided the opportunity to take the Regents exams in their native language. Students are provided with copies of the Regents exams in English as well as their native language.

5) a) Within our ESL instructional model, we will further differentiate for SIFE students by offering them access to Empower 3000, additional counseling, and enhanced instruction in study skills. The Guidance staff will also be an integral part in SIFE students' educational programs. A guidance counselor will provide instruction in study skills once a month.

b) The Empower 3000 program allows newcomers to improve their reading, writing, speaking, and listening skills through their web-based program. The software provides additional ESL instruction at a personalized pace. This program will be used twice a week in the ESL class with a licensed ESL teacher. We use realia to provide visual support for content vocabulary. Manipulatives are used in physics to support their thinking and learning. Explicit content area vocabulary instruction is provided on a daily basis by either the licensed ESL teacher or the licensed content area teacher , using visual supports whenever possible. All newcomers will be placed in an age/grade appropriate ELA class with an ESL teacher co-teaching the 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.

c) We will also use the Empower3000 program to support our ELLs requiring extension of services. Empower 3000 will be used one to two times a week during the ESL class with a licensed ESL teacher. 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 indicated by the NYSESLAT results. As ELLs receiving 4-6 years of service usually need to further hone their reading/writing skills, instruction will focus on tasks that can help them to strengthen these skills.

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. Empower 3000 will also be used one to two times a week during ESL class with a licensed ESL teacher.

6) At Queens Metropolitan High School, we use various instructional strategies and grade-level materials for our ELL-SWDs to provide

A. Programming and Scheduling Information

them access to academic content areas and accelerate English language development. Visual scaffolding, word walls, realia, cooperative learning, and graphic organizers are utilized to help support our ELL-SWDs in attaining proficiency in English, through their content subject classes. The teachers differentiate the process, content, and product so it provides our ELL-SWDs with multiple opportunities to be academically successful. Scaffolding strategies such as modeling, bridging, contextualization, and schema building further supports our ELL-SWDs to attain access to academic content areas. Activating background knowledge is also another strategy used by teachers to help make the content comprehensible for the ELL-SWDs. The ESL teacher will also reinforce the concepts learned in ELA and Global History, during the ESL class, to accelerate English language development.

Books on tapes and visual clips of content material also enable students to learn the important content area concepts. Grade-level textbooks in conjunction with leveled texts or modified texts are used by teachers of ELL-SWDs. The use of technology is incorporated in the classroom. Empower 3000, a web-based reading program, and My Access, a web-based writing program, are used by teachers of ELL-SWDs. These two programs provide additional differentiated instruction in reading and writing to help accelerate English language development. Content-area teachers, special education teachers, and ESL teachers collaborate on an ongoing basis to develop lesson plans

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

according to the recommendation of the IEP committee. The teachers of ELL-SWDs will also differentiate the process, content, and product in order for our students to have the opportunity to achieve academic competency and success. Co-teaching also allows for our school to provide services in the least restrictive environment.

Courses Taught in Languages Other than English

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?

8)The ESL teacher co-teaches ELA and/or History with a content area teacher. During this time, the ESL teacher will often group the newcomers in one group to offer differentiated instruction for these students. Explicit vocabulary instruction will be provided using visual supports whenever it is feasible. Extensive use of bilingual dictionaries/glossaries will help support these students as they are learning

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?

8)The ESL teacher co-teaches ELA and/or History with a content area teacher. During this time, the ESL teacher will often group the newcomers in one group to offer differentiated instruction for these students. Explicit vocabulary instruction will be provided using visual supports whenever it is feasible. Extensive use of bilingual dictionaries/glossaries will help support these students as they are learning content area words. We activate their background knowledge and use graphic organizers to help them to organize their ideas. For our long term ELLs, we also provide them with explicit vocabulary instruction to improve their reading comprehension. In addition for our newcomers and SIFE, the ESL teachers will modify the text being used in ELA and Global History classes or used leveled text to make the content area material more comprehensible for our newcomers and SIFE. We use the writing workshop model to develop their writing abilities. 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. The content area teachers and ESL teachers utilize scaffolding strategies such as modeling, bridging, contextualization and schema building. Activating background knowledge is also another strategy used by teachers to help make the content comprehensible for the ELLs. The ESL teacher will also reinforce the concepts learned in ELA and Global History, during the ESL Enrichment class, as determined by our on-going assessment of the ELLs progress in their content area subjects. Our long term ELL-SWDs also use My Access, a writing program to help differentiate writing instruction for our long term ELL-SWDs . 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. We are also using CPO equipment during Physics lab because it provides visual representations of the concepts in physics. In addition, the structure of science labs allows for inquiry-based learning for our ELLs. The manipulatives used in physics support the students' thinking and learning. It also provides visual scaffolding and aids in comprehension of abstract physics concepts for our SIFE and newcomers. Smart Response interactive response system engages our ELLs to attempt to answer the comprehension questions posed by the content area teacher.

Our chemistry teachers also utilize physical demonstrations to provide visual representations of the abstract chemistry concepts in class. This intervention is especially helpful for our SIFE and newcomers. Students are provided with extensive visual support through the use of SmartBoards and molecular models are used by students to create the concepts learned in class. Word walls are used to reinforce concept vocabulary words for our ELLs.

Graphing calculators and Smart Response interactive response system engages our ELLs during their math classes. Graphing calculators provide visual support for our ELLs. Modeling and extensive repetition is used to help make the content comprehensible for our all of our ELLs. The bilingual math glossaries are extensively used for our newcomers to help them better comprehend the academic vocabulary needed in math class.

After school tutoring is available for English, Math, History, Physics, and Chemistry to further reinforce the material covered in class. Spanish language support is available during Math, History and Physics tutoring. The additional instructional time provided by the tutoring session also provide our ELLs a chance to develop mastery of the content area subjects.

In class assignments and assessments are reviewed by the ESL and content area teachers to compare and contrast the progress and performance of our ELLs and the general education students. Strategies for support are determined based on these analyses.

9) 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. They will be given access to Empower 3000 to strengthen their language skills.

10) We are currently considering offering Saturday Academy to provide additional instructional support to the ELLs in their content area classes. Rosetta Stone is being considered to provide additional instructional resource for our beginner level students. My Access, a web-based writing program is being considered for all of our ELLs. Destination Math is another program we are interested in for the next

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.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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)?

We do not have a dual language program at Queens Metropolitan High School.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

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

1)The ESL coordinator will provide all pedagogues with the data on 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 Language Learners. The ESL coordinator will be available to all staff to support staff in ELL instruction. The coordinator's schedule will be posted so that all staff members are aware of her availability. In addition to provide professional development to our pedagogues, assistant principals, paraprofessionals, guidance counselors, psychologist, occupational therapist, physical therapist, speech therapist, secretaries, and parent coordinators the following PD calendar has been developed.

Early January – The ESL teacher and the Assistant Principal will attend a full day of professional development for ELL/SWDs: Understanding Cultural, Linguistic & Academic Differences. The PD will provide practitioners with an overview of the stages and patterns of second language acquisition, the influences of acculturation, the use of social and academic language and considerations when using a Response to Intervention framework for determining if a student has a difference or a disability. Also, this professional development will present best practices and quality indicators of culturally responsive teaching, strategies for differentiating instruction in the content areas, and the principles of Universal Design for Learning for all ELLs & SWDs. Afterwards the ESL teacher and the Assistant Principal will turnkey the PD at the school level for faculty members to provide them with strategies for differentiating instruction for all ELLs and SWDs.

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We will be having ongoing professional development for curriculum mapping which will include differentiated strategies for ELLs.

2) School leadership and guidance staff support staff by sharing ELLs' data with staff upon entry into the school and throughout their high school career. Staff members are taught how to read and interpret ELLs' NYSESLAT data and how to design instruction that meets the needs of those students. Staff members are also made aware of ELLs with IEPs, as the IEPs also have specific academic and social information to help staff members to assist ELLs as they transition from middle school to high school. School leadership has created opportunities in the master schedule for collaboration with ESL teachers, content area teachers, and guidance counselors so that they can discuss how to best assist students adjust to a new academic and social environment. School leaders invite supports from the Network to come into the school and meet with guidance staff to discuss and plan academic courses and extra-curricular opportunities for ELLs that will provide smoother transitions from middle school to high school.

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Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

1)The ESL coordinator will provide all pedagogues with the data on RMNR for both current and former ELLs. An explanation of the data will also be provided to assist the pedagogues to d[illegible] instruction to our ELLs based on their most recent NYSESLAT/LAB-R results. Our teachers will also be encouraged to pa[illegible] the Office of English Language Learners. The ESL coordinator will be a[illegible] be posted so that all staff members are aware of her availability. In addition to provide professional development to our pedagogues, assistant principals, paraprofessionals, guidance counselors, psychologist, occupational therapist, physical therapist, speech therapist, secretaries, and parent coordinators the following PD calendar has been developed.

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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?

1)Queens Metropolitan High School encourages parental involvement for all of our students, including ELLs. Our PTA will meet monthly to address the needs of parents, including ELLs, and of our school community. Our monthly PTA meetings provide our parents with a forum to raise and address any issues or questions they may have regarding their child's education and our school community. Teachers , school administrators, and/or other staff members attend the meetings to meet with the parents and to provide them with information about educational programs and standarized testing. Our PTA meetings allow our parents to directly communicate their needs and concerns with our principal. The PTA will also follow up with any parental concerns that cannot be immediately addressed. It also provides a chance for parents to interact and develop relationships with other parents from diverse backgrounds. Our parent coordinator also organizes and leads monthly workshops for our parents. Some of the workshops we have had in the past include Respect for All based on the NYCDOE curriculum, Bullying and Cyberbullying, PSAT Score Review, and Cell Phone and Technology Safety. A special workshop for parents of ELLs and SWD will also be scheduled this year to better gauge the needs of the group. Parents are a part of our SLT as well as our LAP committee. We have four parents as members of our SLT and one parent on our LAP committee. The parents provide valuable input and suggestions for the school community. In addition to the parent-teacher conferences held twice a year, parents are invited twice a year for our Demonstrations of Learning. During this time, parents are able to experience first hand what their child is learning in all of the content area subjects. Parents are also provided a chance to view examples of students' work and projects. We hosted International Night and it allowed parents to showcase their nationalities with native dishes, decorations and music. This activity allowed our parents, students, and faculty members to come together to embrace our school's cultural diversity. It also provided our parents with an informal environment to meet with their child's teachers. Parents of ELLs also determine the type of ELL programs available at our school when they complete the Parent Selection Form. The parent coordinator and guidance team regularly reach out to parents when needs or issues arise within our ELLs community.

Our school provides oral translation whenever it is requested by the parents. When we need oral translation services during parental involvement activites, we utilize the Translation and Interpretation Unit, staff members who speak the target language, and/or parents who speak the target language to effectively communicate with our parents. Written translation services are provided through offical NYCDOE translated documents and staff members providing written translation sevices. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

2) As this is our second 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. During the SLT and LAP meetings, the needs of the parents are also evaluated. 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 ELLs during parent teacher conference to determine any needs of our ELL parents. Our ELL parents will be encouraged to utilize the services of our parent coordinator and guidance team. Our parent coordinator is an active member of our LAP committee. The annual NYC School Survey results are analyzed by our principal and our parent coordinator and the results are shared with all staff members. The staff members with our parents coordinator and adminstrators will discuss ways to better meet our parents' needs. In addition, parents of our incoming 9th grade class have the opportunity to complete an online survey to provide the school with feedback as well as to express their needs and concerns. This survey is analyzed by our school admininstration to best address our parents' needs. Our parent coordinator is the first line of communication for all of our parents. She routinely reaches out to all of our parents via phone and e-mail to initiate lines of communication with our parents. Parents routinely express their needs and concerns to our parent coordinator via e-mail and phone. This information is shared on an ongoing basis with adminstration and staff members. Our school provides oral translation whenever it is requested by the parents. When we need oral translation services during parental involvement activites, we utilize the Translation and Interpretation Unit, staff members who speak the target language, and/or parents who speak the target language to effectively communicate with our parents.Written translation services are provided through offical NYCDOE translated documents and staff members providing written translation sevices. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

4) This year we had our Curriculum Night to address our parents' need to be informed of their child's curriculum and to meet with the content area teachers before our fall parent teacher conference. During curriculum night our parents were able to meet with their teacher to learn about their child's academic curriculum. In addition, this activity provided our parents with a chance to meet with the various subject teachers to obtain information about academic expectations as well as feedback about their child's progress before the first marking period ends. Our monthly PTA meetings provide our parents with a forum to raise and address any issues or questions they may have regarding

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3) The needs of parents will be evaluated by surveys and through communication with the school parent coordinator and guidance team. During the SLT and LAP meetings, the needs of the parents are also evaluated. 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 ELLs during parent teacher conference to determine any needs of our ELL parents. Our ELL parents will be encouraged to utilize the services of our parent coordinator and guidance team. Our parent coordinator is an active member of our LAP committee. The annual NYC School Survey results are analyzed by our principal and our parent coordinator and the results are shared with all staff members. The staff members with our parents coordinator and adminstrators will discuss ways to better meet our parents' needs. In addition, parents of our incoming 9th grade class have the opportunity to complete an online survey to provide the school with feedback as well as to express their needs and concerns. This survey is analyzed by our school admininstration to best address our parents' needs. Our parent coordinator is the first line of communication for all of our parents. She routinely reaches out to all of our parents via phone and e-mail to initiate lines of communication with our parents. Parents routinely express their needs and concerns to our parent coordinator via e-mail and phone. This information is shared on an ongoing basis with adminstration and staff members. Our school provides oral translation whenever it is requested by the parents. When we need oral translation services during parental involvement activites, we utilize the Translation and Interpretation Unit, staff members who speak the target language, and/or parents who speak the target language to effectively communicate with our parents.Written translation services are provided through offical NYCDOE translated documents and staff members providing written translation sevices. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

4) This year we had our Curriculum Night to address our parents' need to be informed of their child's curriculum and to meet with the content area teachers before our fall parent teacher conference. During curriculum night our parents were able to meet with their teacher to learn about their child's academic curriculum. In addition, this activity provided our parents with a chance to meet with the various subject teachers to obtain information about academic expectations as well as feedback about their child's progress before the first marking period ends. Our monthly PTA meetings provide our parents with a forum to raise and address any issues or questions they may have regarding their child's education and our school community. Teachers , school administrators, and/or other staff members attend the meetings to meet

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?

8)The ESL teacher co-teaches ELA and/or History with a content area teacher. During this time, the ESL teacher will often group the newcomers in one group to offer differentiated instruction for these students. Explicit vocabulary instruction will be provided using visual supports whenever it is feasible. Extensive use of bilingual dictionaries/glossaries will help support these students as they are learning content area words. We activate their background knowledge and use graphic organizers to help them to organize their ideas. For our long term ELLs, we also provide them with explicit vocabulary instruction to improve their reading comprehension. In addition for our newcomers and SIFE, the ESL teachers will modify the text being used in ELA and Global History classes or used leveled text to make the content area material more comprehensible for our newcomers and SIFE. We use the writing workshop model to develop their writing abilities. 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. The content area teachers and ESL teachers utilize scaffolding strategies such as modeling, bridging, contextualization and schema building. Activating background knowledge is also another strategy used by teachers to help make the content comprehensible for the ELLs. The ESL teacher will also reinforce the concepts learned in ELA and Global History, during the ESL Enrichment class, as determined by our on-going assessment of the ELLs progress in their content area subjects. Our long term ELL-SWDs also use My Access, a writing program to help differentiate writing instruction for our long term ELL-SWDs . 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. We are also using CPO equipment during Physics lab because it provides visual representations of the concepts in physics. In addition, the structure of science labs allows for inquiry-based learning for our ELLs. The manipulatives used in physics support the students' thinking and learning. It also provides visual scaffolding and aids in comprehension of abstract physics concepts for our SIFE and newcomers. Smart Response interactive response system engages our ELLs to attempt to answer the comprehension questions posed by the content area teacher.

Our chemistry teachers also utilize physical demonstrations to provide visual representations of the abstract chemistry concepts in class. This intervention is especially helpful for our SIFE and newcomers. Students are provided with extensive visual support through the use of SmartBoards and molecular models are used by students to create the concepts learned in class. Word walls are used to reinforce concept vocabulary words for our ELLs.

Graphing calculators and Smart Response interactive response system engages our ELLs during their math classes. Graphing calculators provide visual support for our ELLs. Modeling and extensive repetition is used to help make the content comprehensible for our all of our ELLs. The bilingual math glossaries are extensively used for our newcomers to help them better comprehend the academic vocabulary needed in math class.

After school tutoring is available for English, Math, History, Physics, and Chemistry to further reinforce the material covered in class. Spanish language support is available during Math, History and Physics tutoring. The additional instructional time provided by the tutoring session also provide our ELLs a chance to develop mastery of the content area subjects.

In class assignments and assessments are reviewed by the ESL and content area teachers to compare and contrast the progress and performance of our ELLs and the general education students. Strategies for support are determined based on these analyses.

9) 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. They will be given access to Empower 3000 to strengthen their language skills.

10) We are currently considering offering Saturday Academy to provide additional instructional support to the ELLs in their content area classes. Rosetta Stone is being considered to provide additional instructional resource for our beginner level students. My Access, a web-based writing program is being considered for all of our ELLs. Destination Math is another program we are interested in for the next

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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)?

We do not have a dual language program at Queens Metropolitan High School.

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.

1) Our School uses the 8th grade ELA exam results to assess the early literacy skills of our ELLs. Our analysis revealed that all of the ELLs scored either a 1 or a 2 on this state exam. Exactly 50 % of our ELLs scored at a level one and 50% of our ELLs scored at a level two for the 8th grade ELA exam. This further supports the need to target instruction to improve our ELLs reading comprehension skills. This is one of the reasons why we decided to invest our resources in obtaining Empower 3000, a scientifically proven reading comprehension program.

2) As this is our second year, we are currently only serving 9th and 10th grade students. In the 9th grade, we currently have three beginner level students, eight intermediate students, and nine advanced students. In the 10th grade, we currently have two intermediate students and three advanced students. In both grade levels, we have more advanced students then intermediate or beginner level students.

3) The NYSESLAT scores are analyzed by our ESL coodinator, Yoon Lee and A.P. of ESL, Tori Raysor. This information is then shared with out LAP committee as well as all content area teachers who provide instruction to our ELLs. Our NYSESLAT modality analysis revealed 20% of our 9th grade ELLs are proficient in listening/speaking while only 15% of our 9th grade ELLs are proficient in reading/writing. In listening/speaking, 65% of our 9th grade ELLs are advanced but 30% are advanced in reading/writing. Although only 10% of our 9th grade ELLs are at an intermediate level in listening/speaking, 40% of our ELLs are scoring at an intermediate level for reading/writing. Similar trends are seen for our 10th grade ELLs. Eighty percent of our 10th grade students are advanced in listening/speaking while 40% of them are advanced in reading/writing. In the 10th grade, 20% of our ELLs are proficient in both speaking/listening and reading/writing. Although we do not have any intermediate students for speaking/writing, 40% of our 10th grade ELLs are intermediate 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. We will utilize Empower 3000, a scientifically proven program to improve reading comprehension, vocabulary, and writing proficiency. This program will be used during departmentalized ESL classes under the supervison of our licensed ESL teachers. During common planning time, strategies to implement vocabulary building strategies will be discussed with our ELA and history teachers providing instruction to our ELLs. 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 with our ESL, math, science, ELA, and history teachers. Writing workshop model is used in their ELA and ESL classes to teach our students the writing process.

4) a. As the only exam our ELLs took last year was the Integrated Algebra regents, the results were analyzed by our ESL coordinator and Integrated Algebra teachers as supervised by A.P. of Mathematics, Gail Lambert. Our analysis of the Integrated Algebra Regents shows our students are choosing to take the tests in English even when offered the test in their native language. The two students who did not pass the test were intermediate and advanced students as per the 2011 NYSESLAT. The other students who passed the test were intermediate, advanced, and proficient students as per the 2011 NYSESLAT. It appears that obtaining proficiency on the NYSESLAT is possibly correlated with doing well on state exams.

b. We will use the results of the ELL Periodic Assessments to address the areas of weakness during the departmentalized ESL classes. The results will also help the ESL teachers to group students during class to differentiate instruction. Our A.P. of ESL will analyze the

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

D. Professional Development and Support for School Staff

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

1)The ESL coordinator will provide all pedagogues with the data on 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 Language Learners. The ESL coordinator will be available to all staff to support staff in ELL instruction. The coordinator's schedule will be posted so that all staff members are aware of her availability. In addition to provide professional development to our pedagogues, assistant principals, paraprofessionals, guidance counselors, psychologist, occupational therapist, physical therapist, speech therapist, secretaries, and parent coordinators the following PD calendar has been developed.

Early January – The ESL teacher and the Assistant Principal will attend a full day of professional development for ELL/SWDs: Understanding Cultural, Linguistic & Academic Differences. The PD will provide practitioners with an overview of the stages and patterns of second language acquisition, the influences of acculturation, the use of social and academic language and considerations when using a Response to Intervention framework for determining if a student has a difference or a disability. Also, this professional development will present best practices and quality indicators of culturally responsive teaching, strategies for differentiating instruction in the content areas, and the principles of Universal Design for Learning for all ELLs & SWDs. Afterwards the ESL teacher and the Assistant Principal will turnkey the PD at the school level for faculty members to provide them with strategies for differentiating instruction for all ELLs and SWDs.

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February: During the month of February, the ESL teacher and the Assistant Principal will meet with 9th or 10th grade team of teachers and guidance staff to discuss specific instructional strategies to be utilized for the 9th and 10th grades.

March: The Assistant Principals for each content area and the Assistant Principal for ELL's and SWD's will meet with small groups of teachers in their collaborative planning meetings to discuss specific ways to design lessons and differentiate student work for ELL's and SWD's in the content areas.

April –June : ESL teacher and Assistant Principal will continue to participate in ELL Professional Development as they are provide by NYCDOE and will turnkey information with entire staff on an ongoing basis.

We will be having ongoing professional development for curriculum mapping which will include differentiated strategies for ELLs.

2) School leadership and guidance staff support staff by sharing ELLs' data with staff upon entry into the school and throughout their high school career. Staff members are taught how to read and interpret ELLs' NYSESLAT data and how to design instruction that meets the needs of those students. Staff members are also made aware of ELLs with IEPs, as the IEPs also have specific academic and social information to help staff members to assist ELLs as they transition from middle school to high school. School leadership has created opportunities in the master schedule for collaboration with ESL teachers, content area teachers, and guidance counselors so that they can discuss how to best assist students adjust to a new academic and social environment. School leaders invite supports from the Network to come into the school and meet with guidance staff to discuss and plan academic courses and extra-curricular opportunities for ELLs that will provide smoother transitions from middle school to high school.

3) Our teachers will participate in professional development offered by the Office of English Language Learners. The minimum 7.5 hours of ELL training for all staff will be provided as per the PD Calendar mentioned above from late January, 2012 through June, 2012. Early January – The ESL teacher and the Assistant Principal will attend a full day of professional development for ELL/SWDs: Understanding Cultural, Linguistic & Academic Differences. The PD will provide practitioners with an overview of the stages and patterns of second language acquisition, the influences of acculturation, the use of social and academic language and considerations when using a Response to

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We will be having ongoing professional development for curriculum mapping which will include differentiated strategies for ELLs.

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February: Once a week in February, the ESL teacher and the Assistant Principal will meet with 9th or 10th grade team of teachers and guidance staff to discuss specific instructional strategies to be utilized for the 9th and 10th grades.

March: The Assistant Principals for each content area and the Assistant Principal for ELL's and SWD's will meet with small groups of teachers in their collaborative planning meetings to discuss specific ways to design lessons and differentiate student work for ELL's and

E. Parental Involvement

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

1)Queens Metropolitan High School encourages parental involvement for all of our students, including ELLs. Our PTA will meet monthly to address the needs of parents, including ELLs, and of our school community. Our monthly PTA meetings provide our parents with a forum to raise and address any issues or questions they may have regarding their child's education and our school community. Teachers , school administrators, and/or other staff members attend the meetings to meet with the parents and to provide them with information about educational programs and standarized testing. Our PTA meetings allow our parents to directly communicate their needs and concerns with our principal. The PTA will also follow up with any parental concerns that cannot be immediately addressed. It also provides a chance for parents to interact and develop relationships with other parents from diverse backgrounds. Our parent coordinator also organizes and leads monthly workshops for our parents. Some of the workshops we have had in the past include Respect for All based on the NYCDOE curriculum, Bullying and Cyberbullying, PSAT Score Review, and Cell Phone and Technology Safety. A special workshop for parents of ELLs and SWD will also be scheduled this year to better gauge the needs of the group. Parents are a part of our SLT as well as our LAP committee. We have four parents as members of our SLT and one parent on our LAP committee. The parents provide valuable input and suggestions for the school community. In addition to the parent-teacher conferences held twice a year, parents are invited twice a year for our Demonstrations of Learning. During this time, parents are able to experience first hand what their child is learning in all of the content area subjects. Parents are also provided a chance to view examples of students' work and projects. We hosted International Night and it allowed parents to showcase their nationalities with native dishes, decorations and music. This activity allowed our parents, students, and faculty members to come together to embrace our school's cultural diversity. It also provided our parents with an informal environment to meet with their child's teachers. Parents of ELLs also determine the type of ELL programs available at our school when they complete the Parent Selection Form. The parent coordinator and guidance team regularly reach out to parents when needs or issues arise within our ELLs community.

Our school provides oral translation whenever it is requested by the parents. When we need oral translation services during parental involvement activites, we utilize the Translation and Interpretation Unit, staff members who speak the target language, and/or parents who speak the target language to effectively communicate with our parents. Written translation services are provided through offical NYCDOE translated documents and staff members providing written translation sevices. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

2) As this is our second 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. During the SLT and LAP meetings, the needs of the parents are also evaluated. 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 ELLs during parent teacher conference to determine any needs of our ELL parents. Our ELL parents will be encouraged to utilize the services of our parent coordinator and guidance team. Our parent coordinator is an active member of our LAP committee. The annual NYC School Survey results are analyzed by our principal and our parent coordinator and the results are shared with all staff members. The staff members with our parents coordinator and adminstrators will discuss ways to better meet our parents' needs. In addition, parents of our incoming 9th grade class have the opportunity to complete an online survey to provide the school with feedback as well as to express their needs and concerns. This survey is analyzed by our school admininstration to best address our parents' needs. Our parent coordinator is the first line of communication for all of our parents. She routinely reaches out to all of our parents via phone and e-mail to initiate lines of communication with our parents. Parents routinely express their needs and concerns to our parent coordinator via e-mail and phone. This information is shared on an ongoing basis with adminstration and staff members. Our school provides oral translation whenever it is requested by the parents. When we need oral translation services during parental involvement activites, we utilize the Translation and Interpretation Unit, staff members who speak the target language, and/or parents who speak the target language to effectively communicate with our parents.Written translation services are provided through offical NYCDOE translated documents and staff members providing written translation sevices. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

4) This year we had our Curriculum Night to address our parents' need to be informed of their child's curriculum and to meet with the content area teachers before our fall parent teacher conference. During curriculum night our parents were able to meet with their teacher to learn about their child's academic curriculum. In addition, this activity provided our parents with a chance to meet with the various subject teachers to obtain information about academic expectations as well as feedback about their child's progress before the first marking period ends. Our monthly PTA meetings provide our parents with a forum to raise and address any issues or questions they may have regarding

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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
Beginner(B)										3	0			3
Intermediate(I)										8	2			10
Advanced (A)										9	3			12
Total	0	0	0	0	0	0	0	0	0	20	5	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0		
	I										2	0		
	A										13	4		
	P										4	1		
READING/ WRITING	B										3	0		
	I										8	2		
	A										6	2		
	P										3	1		

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0
Integrated Algebra	8	0	6	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	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 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.

1) Our School uses the 8th grade ELA exam results to assess the early literacy skills of our ELLs. Our analysis revealed that all of the ELLs scored either a 1 or a 2 on this state exam. Exactly 50 % of our ELLs scored at a level one and 50% of our ELLs scored at a level two for the 8th grade ELA exam. This further supports the need to target instruction to improve our ELLs reading comprehension skills. This is one of the reasons why we decided to invest our resources in obtaining Empower 3000, a scientifically proven reading comprehension program.

2) As this is our second year, we are currently only serving 9th and 10th grade students. In the 9th grade, we currently have three beginner level students, eight intermediate students, and nine advanced students. In the 10th grade, we currently have two intermediate students and three advanced students. In both grade levels, we have more advanced students then intermediate or beginner level students.

3) The NYSESLAT scores are analyzed by our ESL coodinator, Yoon Lee and A.P. of ESL, Tori Raysor. This information is then shared with out LAP committee as well as all content area teachers who provide instruction to our ELLs. Our NYSESLAT modality analysis revealed 20% of our 9th grade ELLs are proficient in listening/speaking while only 15% of our 9th grade ELLs are proficient in reading/writing. In listening/speaking, 65% of our 9th grade ELLs are advanced but 30% are advanced in reading/writing. Although only 10% of our 9th grade ELLs are at an intermediate level in listening/speaking, 40% of our ELLs are scoring at an intermediate level for reading/writing. Similar trends are seen for our 10th grade ELLs. Eighty percent of our 10th grade students are advanced in listening/speaking while 40% of them are advanced in reading/writing. In the 10th grade, 20% of our ELLs are proficient in both speaking/listening and reading/writing. Although we do not have any intermediate students for speaking/writing, 40% of our 10th grade ELLs are intermediate 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. We will utilize Empower 3000, a scientifically proven program to improve reading comprehension, vocabulary, and writing proficiency. This program will be used during departmentalized ESL classes under the supervison of our licensed ESL teachers. During common planning time, strategies to implement vocabulary building strategies will be discussed with our ELA and history teachers providing instruction to our ELLs. 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 with our ESL, math, science, ELA, and history teachers. Writing workshop model is used in their ELA and ESL classes to teach our students the writing process.

4) a. As the only exam our ELLs took last year was the Integrated Algebra regents, the results were analyzed by our ESL coordinator and Integrated Algebra teachers as supervised by A.P. of Mathematics, Gail Lambert. Our analysis of the Integrated Algebra Regents shows our students are choosing to take the tests in English even when offered the test in their native language. The two students who did not pass the test were intermediate and advanced students as per the 2011 NYSESLAT. The other students who passed the test were intermediate, advanced, and proficient students as per the 2011 NYSESLAT. It appears that obtaining proficiency on the NYSESLAT is possibly correlated with doing well on state exams.

b. We will use the results of the ELL Periodic Assessments to address the areas of weakness during the departmentalized ESL classes. The results will also help the ESL teachers to group students during class to differentiate instruction. Our A.P. of ESL will analyze the

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

School Name: Queens Metropolitan H.S.		School DBN: 28Q686	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marci Levy-Maguire	Principal		12/16/11
Tori Raysor	Assistant Principal		12/16/11
Kim Ramazan	Parent Coordinator		12/16/11
Yoon Lee	ESL Teacher		12/16/11
Apolinar Matos Gonzalez	Parent		12/16/11
Jesus Hernandez/ Physics	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		
	Coach		
	Coach		
Joanna Gonzalez	Guidance Counselor		12/16/11
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q686 **School Name:** Queens Metropolitan High School

Cluster: 4 **Network:** 403

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

Part A: Needs Assessment Findings

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

The parents of all newly entering students to the DOE will complete a HLIS. This survey has a section for the parents to complete their preferred oral and written forms of communication. In addition, the parents of all of our students complete a student emergency card (blue card) during orientation or the first week of school. The student emergency card also has a section regarding the preferred language of communication. This data is then entered into ATS and the student emergency cards remain in the main office. Most of our parents, 82.1%, are requesting to orally communicate with school staff in English. They are also requesting for written communication in English. Other parents have indicated they would like to orally communicate and/or receive written communication in other languages. The other languages are as follows: 1) Spanish – 9.8%, 2) Chinese- 2.4%, 3) Polish- 1.8% and 4) Russian- 0.9%.

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 analysis revealed that 82.1% of our parents would like to communicate with school staff both orally and in written form in English. The other major preferred spoken and/or written languages of choice for our parents are Spanish (9.8%), Chinese (2.4%), and Polish (1.8%) and Russian (0.9%). Three percent of our parents also speak 22 different languages such as Korean, French, and Dari. This information is available on the student's emergency card. The student emergency card is used whenever a school staff member is contacting parents. Information regarding our school's written translation and oral interpretation needs is shared during staff meetings and a binder containing the complete ATS report is located in the main office.

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.

Our school utilizes the translated versions of the important documents provided by the NYCDOE. The school will order the necessary documents from the DOE. The documents for ELLs will be obtained from the NYC DOE website. SESIS also provides written translated letters with essential information for the parents of students with disabilities. If needed, we will have staff members translate letters or other documents as needed. If we don't have a staff member who is qualified to translate a document, we will reach out to the Translation and Interpretation Unit for their assistance.

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.

When we need to orally communicate with parents whose preferred language is not English, we will utilize either the Translation and Interpretation Unit or staff members who speak the target language to effectively communicate with our parents. Our school will provide oral interpretation whenever it is requested by the parents as well as whenever we are communicating critical information regarding a student's education. In addition, the robo-call system utilized by our school will automatically translate the messages to our parents in the preferred language as indicated in ATS. As needed we will also have parent volunteers who speak other languages to assist with translation services during important school events.

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.

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