



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE METROPOLITAN HIGH SCHOOL

DBN: 12X248

PRINCIPAL: DR. CARLA THEODOROU EMAIL: CTHEODOROU@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR BROWN

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
Carla Theodorou	*Principal	
Carlos Bermudez	*UFT Chapter Leader	
Nardis Lukeman	*PA/PTA President	
Viddy Seepersad	DC 37 Representative	
Shy-tia Robinson	Student Representative	
N/A	CBO Representative, if applicable	
Margaret Malloy	Member/Teacher	
Nieves Madera	Member/Parent	
Eury Fabian	Member/Student Representative	
Drema Cunningham	Member/Parent	
Rebeca Gonzalez	Member/Parent	
	Member/	
	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

By the end of the 2011-2012 school year, we will develop and implement an action plan to *improve teacher coaching, support, and feedback as measurable by records of the action plan document and records of formal and informal observation reports.*

Comprehensive needs assessment

A needs assessment was conducted for the 2011-2012 school year. In data from the 2010-2011 School Learning Environment Survey, teachers indicated that they felt we need to improve communication and raise academic expectations for our school. In addition, Quality Reviewers in 2006, 2008 and 2009 indicated that we needed to develop a stronger set of benchmarks and goals for our teachers. The development of an action plan will increase the support and growth of teachers.

Instructional strategies/activities

The plan will include individual teacher goal setting, the use of rubrics and specific means to ensure that teachers receive constructive feedback.

- a.) Newer teachers would receive more support and be observed more frequently than more veteran teachers.
- b.) Each new teacher will be assigned a peer mentor and administrative staff will also observe and provide feedback to all teachers. *Administration will engage in short, frequent cycles of classroom observation and feedback using the rubric. Teachers will have access to professional development and mentoring which supports their individual goals.*
- c.) *Within the first month of school, teachers will receive sample rubrics which articulate clear expectations for teacher practice. Early in the school year, teachers will set three individual goals for themselves.*
- d.) *A timeline for implementation will be developed early in the year (September) and there will be a mid-year benchmark conference with the teacher and the plan will conclude on June of 2012.*

Strategies to increase parental involvement

- Parents will contribute to the discussion through the School Leadership Team and Parents' Association meetings. They will not be involved in teacher support but they will be made aware of the process that the school has in place. .

Strategies for attracting Highly Qualified Teachers (HQT)

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers are more likely to stay in a nurturing and supportive environment, so this action plan will contribute to keeping highly qualified teachers.

Service and program coordination

There will be a written action plan for the development of professional practice. There will also be documented evidence of frequent classroom observations and feedback mechanism. The school will receive support through its CFN network support team.

Budget and resources alignment

The School will allocate per session money from TL Fair student funding to support teacher mentoring. The school will allocate money for professional development of teachers through TL Children's First Network support funds.

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

By June 2012 the school will Incorporate the Common Core Learning Standards (CCLS) into curriculum for all core subjects and begin the work of aligning curriculum maps to CCLS as measurable by the curriculum maps, professional development records, teacher lesson plans and records of formal and informal observation reports.

Comprehensive needs assessment

When New York State made the decision to align its standards to Common Core Learning Standards (CCLS), it became imperative for all schools to set the goal of aligning teaching and curricula.

Instructional strategies/activities

Teachers, while working within their content-area departments, will begin to align curricula based on the needs of students they teach. Evidence will include monitoring the progress in the re-alignment of the written curriculum map through weekly meetings with department chairs, observation of classroom instruction and review of samples of student work

- a) Administration will work with department chairs, who in turn will work with the teachers within each department. Professional development will be provided as needed.
- b) Teachers will be directly involved in making instructional decisions to ensure that teaching and curriculum meet the needs of their students while also meeting CCLS.
- c) Time-line for implementation: Work will be done throughout the year and progress will be measured in June of 2012.
- d) Administration will set the expectation that evidence of the use of CCLS be observable in classroom instruction and in the curriculum map

Strategies to increase parental involvement

As per our Title I Parent Involvement Policy (PIP) parents will be part of the discussion. They will learn more about CCLS at workshops, School Leadership Team meetings and during regular Parents' Association meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers are more likely to stay in an environment where they have active input into the curriculum.

Service and program coordination

While there will be no CBO support of this plan, we will receive professional development and support through our CFN Network.

Budget and resources alignment

The new Community Associate position is partially funded through Title I SWP funding.

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

By June of 2012 our school plans to improve overall student attendance and increase the rate *from 83.7% to at least 85% as measured by the PAR report and the 2011-2012 School Progress Report.*

Comprehensive needs assessment

In the 2011-2012 needs assessment, we determined that maintaining high percentages of student attendance has been a challenge to our school. Our average attendance had dropped to as low as 82% in the 2007-2008 school year. While attendance had risen in the previous two years, it fell to 83.7% in the 2010-2011 school year.

Instructional strategies/activities

- a. Strategies: We plan to use data from the monthly reports on attendance percentages to identify students who are LTA, or chronically truant. For students who come to school but have frequent absences, the school will fund prizes for advisories, and individual students with good attendance. The school will fund per session hours for home visits and telephone outreach. I plan to place a strong emphasis on attendance by including it as a topic in all staff meetings, school-wide assemblies, and advisory classes. Evidence of successful implementation will be iLog records; ATS reports (RPAR) and records of letters sent out to parents.
- b. Staff: We will have an attendance team which meets monthly. *A new Community associate will be hired as part of our attendance team. All Staff will be involved in outreach efforts for chronically absent students* In addition; all teachers will be involved in promoting good attendance through our incentive system.
- c. Teachers will be integrally involved in promoting good attendance- They know the benefit of regular attendance on student success in their classes. Advisory teachers will discuss attendance in advisory and rewards and incentives will channel through those teachers.
- d. Timeline: Through monthly attendance meetings we will monitor attendance and develop interventions as well as incentives. The campaign will be monitored monthly, at the end of the fall semester, and, ultimately, at the end of June 2012.

Strategies to increase parental involvement

As per our Title I Parent Involvement Policy (PIP) parents will be part of the discussion. We will discuss the importance of attendance at workshops, School Leadership Team meetings and during regular Parents' Association meetings. We will use letters and phone messenger to keep parents informed about their child's attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers know the importance of attendance and our approach will be a team approach.

Service and program coordination

N/A

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.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, we plan to *increase access to data and teacher use of data to inform our instructional agenda. We plan to promote conversation around data amongst staff, to create processes and systems to collect and manage data and to use data to better inform scheduling and instruction.*

Comprehensive needs assessment

Needs assessment found that we do not capture enough formative data on student progress, and that part of the reason is that teachers need systems and processes to support the use of data.

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. The school will invest in programs to assist in gathering and using data for instruction (Achieve 3000, Scantron). Data will be used to plan and make decisions about the allocation of resources in a department. Professional development will be funded to help staff gain confidence in the use of data systems.
 - b. School policy will set an expectation for teacher use of data. All DY0 periodic assessment data will be recorded and analyzed using the
 - c. Scantron system. Every content area teacher will be expected to use Scantron to record and analyze some formative assessments. Every member of instructional staff will learn to use SESIS to access special education data.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: Academic school year ending in June 2012. Evidence will include: The existence of accessible instructional data in Scantron, teachers and Department chairs will articulate their use of data to modify instructional plans and set benchmarks. There will be samples of student work.

Strategies to increase parental involvement

As per our Title I Parent Involvement Policy (PIP) parents will be part of the discussion. We will discuss the importance of using data to inform instructional agenda at School Leadership Team meetings and during regular Parents' Association meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers know the importance of using data and our approach will be a team approach.

Service and program coordination

N/A

Budget and resources alignment

- Tax Levy Computer Maintenance funds will be used to ensure that equipment supports data initiative. TL NYSTL hardware and software money will be used to support hardware and software needs. ARRA RTTT funds will be used to support our data specialists.

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				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	104	104	83	103	28	0	0	1
10	67	67	51	55	23	0	0	0
11	43	74	18	17	29	0	0	2
12	17	16	10	17	20	0	0	0

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	Double periods of ELA in 9 th and 10 th grade- during the school day, Wilson Just Words in small groups-during the school day, ESL support services- during the school day and after-school, after-school tutoring
Mathematics	Double periods of Math in 9 th and 10 th grade- during the school day, and Tutoring after-school and/or during lunch.
Science	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school
Social Studies	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school
At-risk Services provided by the Guidance Counselor	Counseling- during the school day for mandated counseling students as well as other students at-risk
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	(Support for diabetic students, epileptic, asthmatic students) as needed-during the school day

**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 dedicated staff members to serve as a liaison between the school and families. The dedicated staff 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 staff members 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;
- 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 CFN107	District 12	Borough Bronx	School Number 248
School Name The Metropolitan High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Carla Theodorou	Assistant Principal Andrea Riley
Coach type here	Coach type here
ESL Teacher Meg Malloy/ESL Coordinator	Guidance Counselor Marjorie Allen
Teacher/Subject Area Jaclyn Baiata/ESL Teacher	Parent type here
Teacher/Subject Area Stacy Ross/ELA Teacher	Parent Coordinator N/A
Related Service Provider type here	Other type here
Network Leader Nancy Scala	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	1
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	1
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	349	Total Number of ELLs	77	ELLs as share of total student population (%)	22.06%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Parents of students enrolling into the NYC school system for the first must complete a Home Language Identification Survey (HLIS) and a Parent Survey, which will determine if a language other than English is spoken at home. Parents who are native Spanish speakers are accommodated by bilingual English-Spanish staff members (Meg Malloy, Milly Lopez) If the native language is a language other than Spanish, the resources provided through the Translation and Interpretation Unit are utilized, including the 'I Speak Card'. A translator will be called and if necessary, a meeting will be scheduled at another time when a translator can be in attendance at the Metropolitan High School. If it is determined that a language other than English is spoken at home, the student is then administered the Language Assessment Battery (LAB-R) exam within ten days of enrollment in the school. The ESL Coordinator will administer the HLIS, LAB-R and conduct an informal interview with the family of the newly enrolled students to ensure placement in the proper language program. The HLIS is given upon arrival to the school. It is given by each the pupil personal secretary, Milly Lopez or by the ESL Coordinator, Meg Malloy. If the HLIS comes back with any language other than English identified, the student is given the LAB-R by Jaclyn Baiata. The LAB-R is given within the first ten days that the student attends The Metropolitan High School. Spanish speaking students will be given the Spanish LAB, also administered by Jaclyn Baiata. Both Meg Malloy and Jaclyn Baiata are TESOL certified NYS pedagogues. The intake team consists of Millie Lopez, pupil personal secretary and bilingual English-Spanish, Meg Malloy, ESL Coordinator/teacher and bilingual English-Spanish, Jaclyn Baiata, ESL teacher. Milly Lopez, Meg Malloy and Jaclyn Baiata are all fluent in Spanish to assist in the intake process.

All English Language Learners take the NYSESLAT each year. The test is administered by Meg Malloy, Jaclyn Baiata and Stacy Ross. Meg Malloy and Jaclyn Baiata are certified TESOL pedagogues. Stacy Ross is currently working on her TESOL certification and is an ELA pedagogue. The NYSESLAT is scheduled during the students' regular school days and all proctors work diligently to make sure all eligible students are given all four sections of the exam. Eligible students are determined using the RMNR and RLAT reports through ATS. The reading, writing and listening section are given in groups in vacant and separate classrooms while the speaking section is given individually to students using the ESL office at The Metropolitan High School. All students taking the LAB-R and Spanish LAB are exempt from classwork to ensure testing will not affect their grades. Teachers are notified via email that the student will miss the specified classes and the student's exemption from class is coded in our intraschool attendance (called Powerschool).

Students of limited English Proficiency are entitled to bilingual education, dual language or English as a second language (ESL) programs. Parents of eligible students have the right to choose the program for their child. Parents of students found to be limited in English proficiency attend an orientation session where the different second language programs offered within the NYCDOE are explained. The ESL Coordinator conducts the Parent Orientation meetings. Parents are shown a video that explains all three programs and brochures are handed out explaining the three programs. Brochures are in the parents' native languages from the Translation and Interpretation Unit. After all three programs have been explained, program selection letters are distributed to parents at the orientation as well as mailed to the homes of eligible students. In the beginning of October, entitlement and continued entitlement letters are mailed to the parents of respective students. At the end of October, the ESL Department is available during Parent Teacher conferences to meet with parents that have not returned letters or attended the orientation session to ensure that each parent is well informed on the

language programs available to his or her student. To ensure that signed letters are returned, the ESL Department is proactive in contacting the homes of students who have not returned the Program Selection form and inviting parents in to the school for a one on one conference to discuss any concerns they may have. Students with limited English proficiency who attend The Metropolitan High School opt to receive ESL instruction; it is the only program currently offered. Whenever a new student enrolls at The Metropolitan High School the program selection information is made available to the parents and a parent orientation is arranged to familiarize the parents with the NYCDOE and the ESL options available for the student.

Program Selection and Parent Survey forms are collected and stored in a data binder in the ESL office.

Entitlement letters are sent out to parents based on LAB-R scores. The ESL Coordinator mails them out to parents. Copies of entitlement letters are maintained in a binder in the ESL office. Continued Entitlement Letters are distributed through the mail in early October based on the RLAT ATS report. The ESL Coordinator also sends these out. Copies of distributed letters are kept in the same administrative binder as the Entitlement letters in the ESL office. All letters are sent home in parents' native language. Native language letters are obtained through the Translation and Interpretation Unit.

The program model at The Metropolitan High School is aligned with parent request. In reviewing the Parent Survey and the Program Selection forms for the past three years, the trend at our school is Free Standing English as a Second Language. Parents of language learners are able to witness growth in the acquisition of English as a second language by working alongside native speakers in a classroom environment. The Program Selection forms have come back reflecting a preference to "Free Standing ESL" rather than bilingual or dual language. Three forms have come back with another option chosen. When that happens, the parent is called in and explained their options again. Parents are explained that our school currently only has a free standing ESL program, so if a parent still prefers their child be in a bilingual/dual language program, then our department contacts schools located close to the students home that fits the parents' preference and our department assists in transferring the student to a school with the program model that parent prefers. As The Metropolitan High School continues, our population grows yet "Free Standing ESL" is still the number one choice. We plan to continue our program as is in the future. As parents request a "Free Standing ESL" program we continue to offer that program to our students.

The ESL department and LAP team disaggregate the NYSESLAT data for every student, present the findings and disseminate the information to the school staff. This information is utilized in forming another student grouping for scheduling and instructional purposes. This information is used in setting academic goals for our ELLs. All ESL students who not tested as "proficient" in all four modalities of English on the NYSESLAT from the previous school year are tested in the current school year. This is determined by the RMNR and RLAT reports through ATS.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained			0											0
Push-In										28	18	22	9	77
Total	0	0	0	0	0	0	0	0	0	28	18	22	9	77

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	15
SIFE	16	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29	4	2	22	11	3	26	3	9	77
Total	29	4	2	22	11	3	26	3	9	77

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

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
Albanian														0
Yiddish														0
Other												0		0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	15	20	9	70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	2		3
TOTAL	0	28	18	22	9	77								

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?

English Language Learners at Metropolitan High School receive 100% of instruction in their target language (English). Students with limited English proficiency receive ESL support services using the push in model as well as the collaborative team teaching model. In the push in model, the ESL teachers travel to classrooms with a concentration of ELLs and assist the students in their target language and content teachers in adapting lessons to meet the needs of the English Language Learners. In the collaborative team teaching model, the ESL teacher and the content teacher plan and teach together in a classroom environment that includes and adapts to all students. This cumulative effort allows us the benefit from all of the peer support also available in every classroom. Instruction is led by a licensed ESL and Content-Area pedagogue.

A. Programming and Scheduling Information

Students are heterogeneously mixed by level of English language proficiency but homogeneously mixed by grade level.

The ESL teachers are organized to push in and co-teach classes with many LEP students. Students are organized into these classes to ensure they are being given the adequate amount of service as well as being in a classroom that is supportive for their learning. Teachers in both models work with ELLs to ensure language acquisition as well as understanding and knowledge of the content area.

LEP/ELL students receive the required units of ESL/ELA instruction. LEP students at the beginning level of English proficiency receive 3 units of ESL instruction per week. Students at the intermediate level of English proficiency receive 2 units of ESL and 1 unit of ELA instruction. Students at the advanced level of English proficiency receive 1 unit of ESL instruction and 1 unit of ELA instruction. Every student receives 1 unit of content area instruction per week.

English Language Learners at Metropolitan High School receive 100% of instruction in their target language (English). Content area teachers continually receive professional development on how to address the needs of language learners and differentiation of instruction in their subject-area. In order to address the needs of ELL subgroups, teachers utilize the hands on approach and point of entry during instruction, which emphasize modeling and guided practice. English language learners are provided with tiered materials in literacy classes and native language resources for contents such as mathematics, science and history when available and according to their individual needs.

ELL students are appropriately evaluated in their native language, if their native language is Spanish, through the Spanish LAB that is administered during the intake process.

Within the program models, SIFE students are mixed heterogeneously in classes. They are provided with additional resources to help them catch up on any material missed. Teachers use differentiated instruction and scaffolding with individual students to level instruction and student work appropriately. SIFE students are encouraged to attend The Metropolitan High School's after school tutoring and homework help program for additional support.

Newcomers are mixed heterogeneously in classes as well. They are given native language resources, when available, to help them in content comprehension. Their assignments are modified to be appropriate to the English language level. If available, they work side by side with a more proficient English language learner whom shares a common native language with the newcomer. Newcomers are also encouraged to attend the Metropolitan High School's after school tutoring and homework help program. English language learners that have been receiving service for 4-6 years are given work that focuses on English reading and writing, according to the RMNR scores obtained through ATS. ELA and math classes are given in 90 minute blocks to increase student's comprehension and scores.

Both LTEs and ELLs that have been receiving ESL service for 4-6 years are encouraged to attend after school tutoring and homework help at the Metropolitan High School. This program is offered every day after school for one and a half hours. In addition, we have found that LTEs struggle with passing Regents exams. LTEs are given access to NYS Regents preparation through Castle Learning (an online test prep system) to improve their performance on Regents exams.

Our ELLs receive a 90 minute block of English of language instruction co-taught by a certified ELA teacher and a certified ESL teacher. Students also receive a 90 minute block of mathematics from a certified math teacher and a certified push-in ESL teacher. History classes are taught in 45 minute periods and students are serviced by a push-in ESL teacher in those classes as well. Students identified as having special needs are serviced according to the specifications on their Individualized Education Plan (IEP). Materials are tiered for newcomers. Instruction is presented in multiple forms; visual aids are utilized to make content comprehensible and accessible. There is a strong focus on writing across the curriculum. Students are expected to produce a minimum of three essays in every content area.

To ensure academic success of ELL-SWDs, teachers use varying resources to encompass different learning styles in one classroom environment. Teachers use modeling, visual aids and varying texts as strategies to teach to the each student. Materials are scaffolded to the levels of the students. The combination of strategies and materials allows for students to understand and gain knowledge of the content as well as to acquire the language at the same time. ELL-SWDs are taught in heterogeneously mixed classes. Instruction is given through core course text books as well as supplemental reading material, vocabulary words and graphic organizers.

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%	Page 25
75%	
50%	
25%	

A. Programming and Scheduling Information

have learning disabilities. There are two teachers in these classrooms. When a self contained class is the least restrictive for the ELL-SWD, the self contained class is serviced by the Special Education teacher as well as the ESL teacher.

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?

Targeted intervention for ELLs in ELA is done through ninety minute blocks each day. Within that block, ELLs are able to increase their own literacy skills through independent reading. Independent reading is done on a daily basis. ELA classrooms offer varied text of all levels and languages. Based on the student's performance on the reading/writing modalities on the NYSESLAT, the student is encouraged to choose an appropriate independent reading book from the options of bilingual books, native language books, graphic novels and English novels. The classroom libraries contain books in English, Spanish, French and Arabic currently. The ELA teacher uses differentiated instruction through supplemental texts and modified assignments to give the ELLs full support in the classroom.

Math is taught in a 90 minute block as well. Content teachers are aware of the ELLs and the levels of the ELLs in the class. Content teachers work with ESL teachers to learn new strategies for incorporating vocabulary and literacy into the math classes. History and science classes are serviced by content teachers alongside ESL teachers to help ELLs succeed in content comprehension as well as their English language proficiency.

Native language materials and resources are provided for students when available. ELLs are able to take the NYS Regents (with the exception of the ELA) in their native language. They are provided with a glossary for all NYS exams.

All ELLs are encouraged to attend after school homework help and tutoring. Twice a week the supervisor for afterschool is bilingual and can assist native Spanish speakers with homework help in their first language.

For the upcoming school year, we have extended our after school tutoring and homework help program to be available for students all five days of the school week. Attendance is high at after school and ELLs are very successful in completing assignments and making up missed work during these sessions. The extra day of availability will assist in ensuring that all students are getting the extra support needed.

There are no programs for ELLs that will be discontinued this upcoming school year.

ELLs have equal access to all school programs including sports, town halls and any after school clubs. Announcements are made in English and Spanish notifying students of upcoming student activities. Town halls are down to highlight the diverse ethnic and cultural backgrounds of all our students.

The Metropolitan High School uses Title III funding to support an ESL Afterschool Academy for homework help and tutoring. The program is available Monday through Friday for an hour and a half after school each day. Attendance is encouraged. Content teachers give extra credit to students who stay to get additional support.

SIFE and Long Term ELLs are encouraged to participate in the after school tutoring services and extra curricular activities available to them. The Title III afterschool program provides ELLs homework assistance and tutoring in mathematics, science, history and English.

ELLs reaching proficiency on the NYSESLAT are provided continual support through our program model and afterschool program. They continue to receive extended time on assessments, both state and teacher created for an additional two years.

The Metropolitan High School will continue to improve our Push-in and Collaborative Team Teaching by designating specific content area teachers to instruct our ELL population. This will provide a richer opportunity for collaboration with the ESL pedagogues. Teachers of ESL will be able to focus more on one content area.

The instructional materials used by our ELL population are as follows:

- English/Reading Comprehension: leveled novels of various genres, Collins writing model, Jamestown Education reading program
- Mathematics: Integrated Mathematics Program

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?

Targeted intervention for ELLs in ELA is done through ninety minute blocks each day. Within that block, ELLs are able to increase their own literacy skills through independent reading. Independent reading is done on a daily basis. ELA classrooms offer varied text of all levels and languages. Based on the student's performance on the reading/writing modalities on the NYSESLAT, the student is encouraged to choose an appropriate independent reading book from the options of bilingual books, native language books, graphic novels and English novels. The classroom libraries contain books in English, Spanish, French and Arabic currently. The ELA teacher uses differentiated instruction through supplemental texts and modified assignments to give the ELLs full support in the classroom.

Math is taught in a 90 minute block as well. Content teachers are aware of the ELLs and the levels of the ELLs in the class. Content teachers work with ESL teachers to learn new strategies for incorporating vocabulary and literacy into the math classes. History and science classes are serviced by content teachers alongside ESL teachers to help ELLs succeed in content comprehension as well as their English language proficiency.

Native language materials and resources are provided for students when available. ELLs are able to take the NYS Regents (with the exception of the ELA) in their native language. They are provided with a glossary for all NYS exams.

All ELLs are encouraged to attend after school homework help and tutoring. Twice a week the supervisor for afterschool is bilingual and can assist native Spanish speakers with homework help in their first language.

For the upcoming school year, we have extended our after school tutoring and homework help program to be available for students all five days of the school week. Attendance is high at after school and ELLs are very successful in completing assignments and making up missed work during these sessions. The extra day of availability will assist in ensuring that all students are getting the extra support needed.

There are no programs for ELLs that will be discontinued this upcoming school year.

ELLs have equal access to all school programs including sports, town halls and any after school clubs. Announcements are made in English and Spanish notifying students of upcoming student activities. Town halls are down to highlight the diverse ethnic and cultural backgrounds of all our students.

The Metropolitan High School uses Title III funding to support an ESL Afterschool Academy for homework help and tutoring. The program is available Monday through Friday for an hour and a half after school each day. Attendance is encouraged. Content teachers give extra credit to students who stay to get additional support.

SIFE and Long Term ELLs are encouraged to participate in the after school tutoring services and extra curricular activities available to them. The Title III afterschool program provides ELLs homework assistance and tutoring in mathematics, science, history and English.

ELLs reaching proficiency on the NYSESLAT are provided continual support through our program model and afterschool program. They continue to receive extended time on assessments, both state and teacher created for an additional two years.

The Metropolitan High School will continue to improve our Push-in and Collaborative Team Teaching by designating specific content area teachers to instruct our ELL population. This will provide a richer opportunity for collaboration with the ESL pedagogues. Teachers of ESL will be able to focus more on one content area.

The instructional materials used by our ELL population are as follows:

- English/Reading Comprehension: leveled novels of various genres, Collins writing model, Jamestown Education reading program
- Mathematics: Integrated Mathematics Program
- Science: The Living Environment, Teacher created units of study
- History: The Key to Understanding Global History, The Key to Understanding American History

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.
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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?

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All ELLs are encouraged to attend after school homework help and tutoring. Twice a week the supervisor for afterschool is bilingual and can assist native Spanish speakers with homework help in their first language.

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- History: The Key to Understanding Global History, The Key to Understanding American History
- Dictionaries in Spanish and English, Arabic and English, French and English, English to English. Spanish to English digital

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

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Science:

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.

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In continued efforts to facilitate the implementation of appropriate instructional methodologies for the improvement of outcomes on assessments in our ELL population, teachers will be asked to participate in staff development sessions and inter-visitations. The following are topics that continue to be discussed and implemented school-wide:

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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4. How do your parental involvement activities address the needs of the parents?

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The Parent Teacher Association meets once a month and is made up of parents, teachers and the principal, Dr. Carla Theodorou. The needs of the parents are discussed at these meetings. The Metropolitan High School also encourages communication between staff and parents. Parent teacher conferences are scheduled throughout the year when necessary, not just the assigned nights by NYCDOE.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	

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?

Targeted intervention for ELLs in ELA is done through ninety minute blocks each day. Within that block, ELLs are able to increase their own literacy skills through independent reading. Independent reading is done on a daily basis. ELA classrooms offer varied text of all levels and languages. Based on the student's performance on the reading/writing modalities on the NYSESLAT, the student is encouraged to choose an appropriate independent reading book from the options of bilingual books, native language books, graphic novels and English novels. The classroom libraries contain books in English, Spanish, French and Arabic currently. The ELA teacher uses differentiated instruction through supplemental texts and modified assignments to give the ELLs full support in the classroom.

Math is taught in a 90 minute block as well. Content teachers are aware of the ELLs and the levels of the ELLs in the class. Content teachers work with ESL teachers to learn new strategies for incorporating vocabulary and literacy into the math classes. History and science classes are serviced by content teachers alongside ESL teachers to help ELLs succeed in content comprehension as well as their English language proficiency.

Native language materials and resources are provided for students when available. ELLs are able to take the NYS Regents (with the exception of the ELA) in their native language. They are provided with a glossary for all NYS exams.

All ELLs are encouraged to attend after school homework help and tutoring. Twice a week the supervisor for afterschool is bilingual and can assist native Spanish speakers with homework help in their first language.

For the upcoming school year, we have extended our after school tutoring and homework help program to be available for students all five days of the school week. Attendance is high at after school and ELLs are very successful in completing assignments and making up missed work during these sessions. The extra day of availability will assist in ensuring that all students are getting the extra support needed.

There are no programs for ELLs that will be discontinued this upcoming school year.

ELLs have equal access to all school programs including sports, town halls and any after school clubs. Announcements are made in English and Spanish notifying students of upcoming student activities. Town halls are down to highlight the diverse ethnic and cultural backgrounds of all our students.

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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)										5	4	2		11
Intermediate(I)										15	10	13	6	44
Advanced (A)										9	4	6	3	22
Total	0	0	0	0	0	0	0	0	0	29	18	21	9	77

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	2	1	0
	I										7	5	7	1
	A										9	6	6	4
	P										7	5	8	4
READING/ WRITING	B										4	2	2	0
	I										14	12	13	6
	A										5	4	7	3
	P										2	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30	0	6	0
Integrated Algebra	31	0	8	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	43	0	12	0
Living Environment	2	0	1	0
Physics	0	0	0	0
Global History and Geography	30	0	11	0
US History and Government	20	2	8	1
Foreign Language	27	0	27	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

Early literacy of ELLs is obtained through the LAB-R, the Spanish LAB and the Wilson Just Words test. With these exams, we are able to adjust instruction to meet the literacy levels of our students. This data helps Metropolitan staff to choose reading materials and resources

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: <u>The Metropolitan High School</u>		School DBN: <u>12x248</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carla Theodorou	Principal		10/26/11
Andrea Riley	Assistant Principal		10/26/11
N/A	Parent Coordinator		
Meg Malloy	ESL Teacher		10/26/11
	Parent		
Jaclyn Baiata/ESL	Teacher/Subject Area		10/26/11
Stacy Ross/ ELA	Teacher/Subject Area		10/26/11
N/A	Coach		
N/A	Coach		
Marjorie Allen	Guidance Counselor		10/26/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X248 **School Name:** The Metropolitan High School

Cluster: 1 **Network:** CFN107

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.

Using the home language report RHLA on ATS we are able to determine the different home languages of our students. In addition, during our orientation or during student enrollment, we meet with the parent to establish which language is preferred. Parents complete a home language survey and parents also indicate on the blue card, which language they prefer. Of our Spanish speaking households, many are in need of translation services. To ensure that all parents are provided information in a language they can understand, all mailings and phone messages are completed in the main home languages of our students: English and Spanish. Parents are aware of the interpretation services available to them.

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.

In conducting our needs assessment we used the home language report RHLA on ATS and we are able to determine the different home languages of our students. In addition, we ask parents of new students to complete a language survey and to complete the blue card indicating preferred language. Of families who speak a language other than English at home, there are 173 Spanish speaking households, 1 Afrikaans, 4 Arabic, 1 French, 1Kmer, and 2 Wolof (Senegal). The parents of French, Wolof, Arabic and Kmer speaking households indicated that they do not need translation services and that correspondence can be sent in English. Our assessment also found that having more staff available to speak Spanish increased parent communication and return phone calls. We were better able to get parents of ELL students to support instruction and school goals since we increased the number of Spanish speaking staff.

We reported these findings to staff in whole staff meetings, and through individual department chair meetings. Staff are encouraged to use interpretation services available within our school and NYCDOE when communicating with parents in both writing and through phone calls. Of our Spanish speaking households, many are in need of translation services. To ensure that all parents are provided information in a

language they can understand, all mailings and phone messages are completed in the home languages of our students: English and Spanish. Parents are made aware of the interpretation services available to them during Parents Association Meetings, School Leadership Team meetings, and through signs posted throughout the school. Our assessment also found that there is increased parental involvement in school activities and meetings when we send notifications in the home languages of the families.

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.

All written Dept. of Education notices and school letters are provided in English and Spanish. Our in-house school staff provide written translation services. When necessary the school utilizes the services of the Translation and Interpretation Unit ;however, we have many Spanish speaking staff members and this is rarely necessary.

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.

Phone messages are translated into the preferred home language of the family. We use the Phone Messenger automated system. During parent meetings, parents are asked if they need oral translation services. Bilingual staff members provide oral translation when needed. At every Parents Association and SLT meeting, there are at least two staff members available to translate into Spanish. During conferences in-house school staff will provide oral interpretation services on site and/or over the phone. Conferences will be scheduled in a timely manner to ensure that interpreters are available. When necessary, the school utilizes the services of the translation and interpretation unit.

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>.

As per Chancellor's Regulation A-663, parents are informed of their rights through the Parent Bill of Rights and Guide to NYC Schools. These materials are made available in the main office, at Parents Association meetings and during Parent teacher Conference days. Parents and guardians are informed about how they can obtain translation or interpretation services. Our school provides translation and interpretation services in Spanish. Signs (in the various languages of our families) which provide information about DOE and school translation services are posted in conspicuous locations throughout the school and staff and parents are provided with contact information for the DOE Translation & Interpretation Unit (signs are posted on main office bulletin board, in the lobby and in the hallway outside of Principal's office). Our school maintains an accurate record of parental home language on ATS and emergency blue cards. These are updated every year, and as needed.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Metropolitan High School	DBN: 12x248
Cluster Leader: Corinne Rello Anselmi	Network Leader: Nancy Scala
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 77 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The administration of The Metropolitan High School is proposing to utilize Title III funds by providing an after school program for ELLs four times a week, Monday through Thursday from 4:00 p.m. to 5:30 p.m. This program will provide enrichment in a small group setting in English literacy and content instruction through homework assistance, Regents test prep and language development games. There will be different learning stations providing students varied activities according to need and interest. The after school program will take place in the computer lab so students also have access to computers, the internet programs and printers. The ESL After School Academy will be instructed in English, but two of the three teachers that run the the academy are bilingual Spanish and English. Meg Malloy (ESL coordinator), Jaclyn Baiata (ESL teacher) and Stacy Ross (ELA teacher) will rotate running the After School Academy. The Metropolitan High School will strongly encourage certain students to attend based on demonstrated need and teacher recommendation while remaining open to all English Language Learners at every English level and grade level. The Metropolitan High School After School Academy will be designed to help ELLs increase their performance in school as well as increase their proficiency in all four modalities in English. All four modalities, reading, writing, speaking and listening will be targeted through teacher student interaction to increase student's English levels and performance on the the NYSESLAT. ELLs that attend will receive additional credit in their core content classes for their attendance and participation in the ESL After School ELL Academy. The program will begin the second week of October 2011 and end the third week of May 2012. It will run from 4:00-5:30 pm.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Title III funds will be sent to send Stacy Ross, a first year teacher currently certified in ELA and working on her TESOL certification, to QTEL's- Building the Base workshop through West-Ed. QTEL-BTB is a five day workshop highlighting best practices for teaching students of other languages. It is offered in the spring and Stacy will attend the entirety of the workshop. Her classes will be covered at school by other teachers. Other teachers of ELLs, across content areas, will attend PDs offered the Office of English Language Learners as they become available.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The Metropolitan High School will hold parent meetings for parents of English Language Learners once every two months. These meetings will happen at the end of September, November, January, March and May. These meetings will cover important information for parents of ELLs such as: current changes in the DOE, applying to schools, internship and job opportunities as well as opportunities for English language practice for parents through community based organizations. They will also cover what their children are learning, what NY State expects as far as testing. These meetings will be staffed by the ESL department at the Metropolitan High School and conducted in English and Spanish. Food and refreshments will be provided to encourage attendance. Meetings will run from 5:00-6:00 Parents will be notified of these meetings through mailed letters as well as phone calls by school messenger.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		