



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: METROPOLITAN CORPORATE ACADEMY H.S

15K530

PRINCIPAL: LENNEL GEORGE

EMAIL: LGEORGE8@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lennel George	*Principal or Designee	
Chris Renaud	*UFT Chapter Leader or Designee	
Samantha Sears	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ibrahima Niang Kevin Sears	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alexander Taylor	Member/Parent	
Awa Phiam	Member/Parent	
Ille Foye	Member/Parent	
Moli Ntuli	Member/UFT	
Joan Troutman	Member/UFT	
Letitia robinson	Member/Parent	
Noemi Chuya	Member/Parent	
Heather Cyrus	Member / UFT	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The Principal should establish regularly scheduled meetings with staff and students to reinforce his expectations for improved performance.” (JIT, pg. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The Principal and the administrative team will meet weekly with staff and students to develop by June 2013 a shared understanding of instructional excellence resulting in increased teacher effectiveness as evidenced by satisfactory observation reports, increased peer observations and teacher developed Individualized Professional Growth Plan.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Meet weekly with teachers to collaboratively discuss and share improved classroom instructional practices.
- Work with a subcommittee teachers and students and meet at least bi-weekly to develop a common vision for quality instruction and incorporate this vision into the coaching and evaluation of teachers and the counseling of individual students.
- Meet quarterly with individual students who have failed two or more classes.
- Work with all students on a quarterly basis to establish and review achievement goals for each marking period.
- Work with the Assistant Principal and teachers at Faculty meetings to develop a written school improvement plan with the Common Core Standards as the centerpiece and a focus for all disciplines.
- Work with staff to make more extensive use of data to guide classroom instruction.
- Meet monthly with Assistant Principal, teachers and students to discuss ways to provide greater attention to orderliness and timeliness during class passing time.

- Inclusion teacher and special ed. teacher meet during common planning time to collaborate and plan for targeted groups in their classes.
- These teachers will work with the paraprofessionals, the instructional AP and the Consultant, James Vacca to identify resources to differentiate the lessons, develop their Individual Growth Plan.
- Teachers are incorporated into the decision making process as members of various academic committees: Academic policy committee, accreditation committee and the assessment and planning committee.
- By midyear all teachers will have demonstrated an understanding of instructional excellence as evidenced through their observation reports being aligned to the Danielson rubric for effective teachers.

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x
 Tax Levy Title IA Title IIA Title III Set Aside Grants Grant_____ Other-describe here: Priority

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Conceptual consolidation- all funding sources are integrated and used to support the development of leadership capacities and teacher effectiveness training:

- **All seven teachers on staff meet with Principal and AP every Thursday for Professional development around Danielson and the Citywide Instructional expectations.**
- **The seven targeted teachers receive 10 full days of PD from a DOE approved consultant James Vacca. Mr. Vacca meets with teachers throughout the day, observes them in classes and meets with Principal to provide feedback and recommendations.**
- **Common Planning time is held twice a week with the Assistant Principal who acts as facilitator for discussions around planning, curriculum and teacher teams.**
-

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“MCA should develop written curriculum documents for each subject area that are rigorous, coherent, and aligned to the NYS standards. These documents should serve as the basis for all classroom instruction.” (JIT,PG. 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

All teachers will meet 2x per week during common planning to design and implement two common core aligned units as per the 2012-13 CIE as evidenced by 75%-80% of the students in grades 11 and 12 earning a minimum of 10 credits by June 2013.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

A-C

- *Teachers will engage in Pd. opportunities during common planning time to share /plan and develop curricular units.*
- *Teachers will attend Common Core Pd. sponsored by the Network.*
- *Purposefully align curriculum, instruction, assessment and staff development by: aligning daily instruction with specified learning objectives; providing staff with opportunities for ongoing collaboration and professional development directly related to students achievement;*
- *Insure that common planning and interdisciplinary teams are in place.*
- *To provide differentiated Professional Development that will positively impact teachers’ growth, instructional practices and student achievement.*
- *Formation of study groups to be aware of research based strategies.*
- *Participation in ongoing PD through scheduled common planning periods.*
- *Continuous review of student work using set protocols and rubrics*
- *Continuous review of student work to determine needs.*

- *Provide professional development to increase teachers' knowledge of content, student development and understanding of student's cognitive, Linguistic, social and emotional development.*
- *After school online full course programs for students*
- *Completion of one unit task in each subject area by the end of the Fall Semester and the other by the middle of the spring semester.*
- *The following instructional strategies will be used to work with various groups of students who have been identified as at risk of failing: small group discussions; student –directed concept checks; project based learning etc.*
- *Implementation of these strategies to support this goal will be through the use of DOE consultant in his 10 visits to the school; through the teachers weekly meeting with the Network Achievement Coach.*
- *The following benchmarks will, be used to evaluate the success of these strategies: End of term writing exams; performance task;*
- *By the end of the first term student will have completed at least one common core performance task.*

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside x Grants Other-describe here: Priority Grant_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Conceptual consolidation- all funding sources are integrated and used to support the development of leadership capacities and teacher effectiveness training:

- **All seven teachers on staff meet with Principal and AP every Thursday for Professional development around Danielson and the Citywide Instructional expectations.**
- **The seven targeted teachers receive 10 full days of PD from DOE approved consultant James Vacca. Mr Vacca meets with teachers throughout the day, observes them in classes and meets with Principal to provide feedback and recommendations.**
- **Common Planning time is held twice a week with the Assistant Principal who acts as facilitator for discussions around planning, curriculum and teacher teams.**
- **Four Core teachers received 5 hours of training on using Aventa online Blended learning course form Aventa facilitators.**
- **Purchase of Aventa Blended online learning licenses for 30 students that are under credited. Aventa is an approved DOE vendor for Online Blended Learning.**
- **The four Aventa teachers meet with students twice a week after school for a total three hours a week.**
- **Saturday school credit recovery classes for approximately forty students meeting both fall and spring semester every Saturday from 9am to 1pm.**
- **Five teachers each Saturday for four hours for credit recovery classes for the Fall and spring semester for under credited students.**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“MCA should implement basic, objective-driven, instructional strategies that are aligned to each curriculum. Lesson objectives should be observable and measurable by all stakeholders involved. Pedagogical practices should differentiate for learning styles and all ability levels. Strategies for CTT should be outlined and effectively practiced by all staff involved. All students should be scheduled in the least restrictive learning environment.” (JIT, 2010, pg. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

All teachers will implement research based instructional strategies in their classrooms and provide multiple points of access in classroom lessons for struggling learners. This will be evident in improved classroom observations, CCST student aligned tasks and an increase of 10% in the number of students scoring above proficiency in NYS summative assessments school wide by June 2013.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- **Ongoing professional development aligned with student needs.**
- **Student support services staff will participate in professional development activities both onsite and offsite.**
- **Formation of study groups to be aware of research based strategies.**
- **Participation in ongoing PD through scheduled common planning periods.**
- **Continuous review of student work using set protocols and rubrics.**
- **Provide ongoing professional development workshops to improve teachers' ability to analyze and use data to provide differentiated instruction.**
- **Provide opportunity for inter-visitation within the school and at other schools.**

- Engage the services of experts in the field to facilitate professional development workshops, model teaching strategies, observe teacher practice and conference with teachers.
- Ensure the mentoring service is ongoing and effective in assisting inexperienced teachers.
- Make training opportunities in research based instructional strategies available to new teachers.
- Provide professional development on the alignment of the standards, curriculum, instruction and assessment
- Continuous review of student work to determine needs.
- Provide professional development to increase teachers' knowledge of content, student development and understanding of student's cognitive, linguistic, social and emotional development
- All teachers will attend professional development and participate in a study group around a text on differentiated instruction.
- Teachers will incorporate a variety of strategies in their teaching and assess the effectiveness of these strategies as a team.
- All teachers will be given a packet of instructional practices and strategies from the above book to differentiate instruction and make instruction more rigorous and relevant.
- Research based strategies to be implemented for targeted groups of students include the following:
- *Implementation of these strategies to support this goal will be through the use of DOE consultant in his 10 visits to the school; through the teachers weekly meeting with the Network Achievement Coach.*
- *The following benchmarks will, be used to evaluate the success of these strategies: End of term writing exams; performance task;*
- *By the end of the first term student will have completed at least one common core performance task.*
-

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Grant _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Conceptual consolidation- all funding sources are integrated and used to support the development of leadership capacities and teacher effectiveness training:

- **All seven teachers on staff meet with Principal and AP every Thursday for Professional development around Danielson and the Citywide Instructional expectations.**
- **The seven targeted teachers receive 10 full days of PD from a DOE approved consultant James Vacca. Mr Vacca meets with teachers throughout the day, observes them in classes and meets with Principal to provide feedback and recommendations.**
- **Common Planning time is held twice a week with the Assistant Principal who acts as facilitator for discussions around planning, curriculum and teacher teams.**
- **As part of the 10 days of PD with DOE consultant, Jim Vacca teachers will receive PD on instructional strategies and best practices.**

- **Core teachers (4) will attend a minimum of three Network pd. in Math, English, Social Studies and Science.**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Student support services should hold coordinated after-school meetings and should focus on supporting a core academic mission that incorporates elements of community service, service learning, internships, work study experiences, and the application of real-world skills into the curricula.” (JIT, 2010, pg. 7)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

x

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% (of all active students)of the school community will participate in the development and implementation of a school wide support service oriented program that involves mentoring, community service and increased internships for students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.timeline for implementation.
- **Developments of a school wide mentoring program whereby teachers are assigned to mentor select students in advisory like manner.**
- **Pursuit of partnership with MomentumTeens.Org Program – Program is designed to provide students with practical tools to enhance communications and develop leadership skills. Students who participate in the Leadership program will be paired with a mentor and participate in a team community project**
- **Guidance counselor working with COSA will develop a program for Community Service Activities to will include but is not limited to visits to Senior Centers, Veterans Hospitals, Nearby Elementary Schools**
- **Health and fitness program –from Wellness Grant**
- **Community works program after school arts and dance program.**

•

Budget and resource alignment

• Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Conceptual consolidation- all funding sources are integrated and used to support the development of leadership capacities and teacher effectiveness training:

- **All seven teachers on staff meet with Principal and AP every Thursday for Professional development around Danielson and the Citywide Instructional expectations.**
- **The seven targeted teachers receive 10 full days of PD from a DOE approved consultant James Vacca. Mr Vacca meets with teachers throughout the day, observes them in classes and meets with Principal to provide feedback and recommendations.**
- **Common Planning time is held twice a week with the Assistant Principal who acts as facilitator for discussions around palnning, curriculum and teacher teams.**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Efforts to reach out to parents should focus on sharing tangible ways that parents can assist MCA to support student success.”(JIT, pg. 8)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a number of initiatives in place focused on multiple opportunities for parents to assist in and contribute to the success of their student.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Presentation of Curriculum and Course Syllabus to Parents**
- **Understanding and Using Aris Workshop for parents**
- **Understanding the College Admissions Process Workshop**
- **Applying for Financial Aid Workshop**
- **Vocational Training Opportunities**
- **Resume /Personal Statement Writing Workshop**
- **Learning to Use Technology Workshop**

- **Understanding High School Transcripts Workshop**

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Conceptual consolidation- all funding sources are integrated and used to support the development of leadership capacities and teacher effectiveness training:
- **All seven teachers on staff meet with Principal and AP every Thursday for Professional development around Danielson and the Citywide Instructional expectations.**
- **The seven targeted teachers receive 10 full days of PD from a DOE approved consultant James Vacca. Mr Vacca meets with teachers throughout the day, observes them in classes and meets with Principal to provide feedback and recommendations.**
- **Common Planning time is held twice a week with the Assistant Principal who acts as facilitator for discussions around planning, curriculum and teacher teams.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading and writing workshops- and ELA Regents preparation	Small group meeting and individual	Lunch period for selected students and also after school.
Mathematics	Math tutoring/ Saturday school Integrated Algebra prep.	Small group and one-to- one	Saturday school and after school selected days
Science	Saturday school Living environment prep and tutoring	Small group and one-to-one	Saturday school and after school selected days.
Social Studies	Regents prep on Saturdays for Global and U.S. History regents/	Small group and one-to-one	Saturday school and after school selected days.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling sessions	One-to-one sessions	Weekdays during lunch period or as needed.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Presently not recruiting teachers. Focused on retaining HQ teachers by providing professional development activates that support their continued growth in their subject area. In addition, work with teachers to set goals and develop an individualized Professional Growth Plan.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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;
- Presentation of Curriculum and Course Syllabus to Parents

- Understanding and Using Aris Workshop for parents
- Understanding the College Admissions Process Workshop
- Applying for Financial Aid Workshop
- Vocational Training Opportunities
- Resume /Personal Statement Writing Workshop
- Learning to Use Technology Workshop
- Understanding High School Transcripts Workshop

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

Principal Lennel George	Assistant Principal Debra Nagel
Coach n/a	Coach type here
ESL Teacher type here	Guidance Counselor Erica Galea
Teacher/Subject Area Moli Ntuli, ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene Walkere
Related Service Provider Evelyn Pierre	Other Kabeya Mbuyi/Ass't Principal
Network Leader Steve Chernigoff	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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	189	Total Number of ELLs	1	ELLs as share of total student population (%)	0.53%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In												1		1
Total	0	0	0	0	0	0	0	0	0	0	0	1	0	1

B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

Courses Taught in Languages Other than English

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

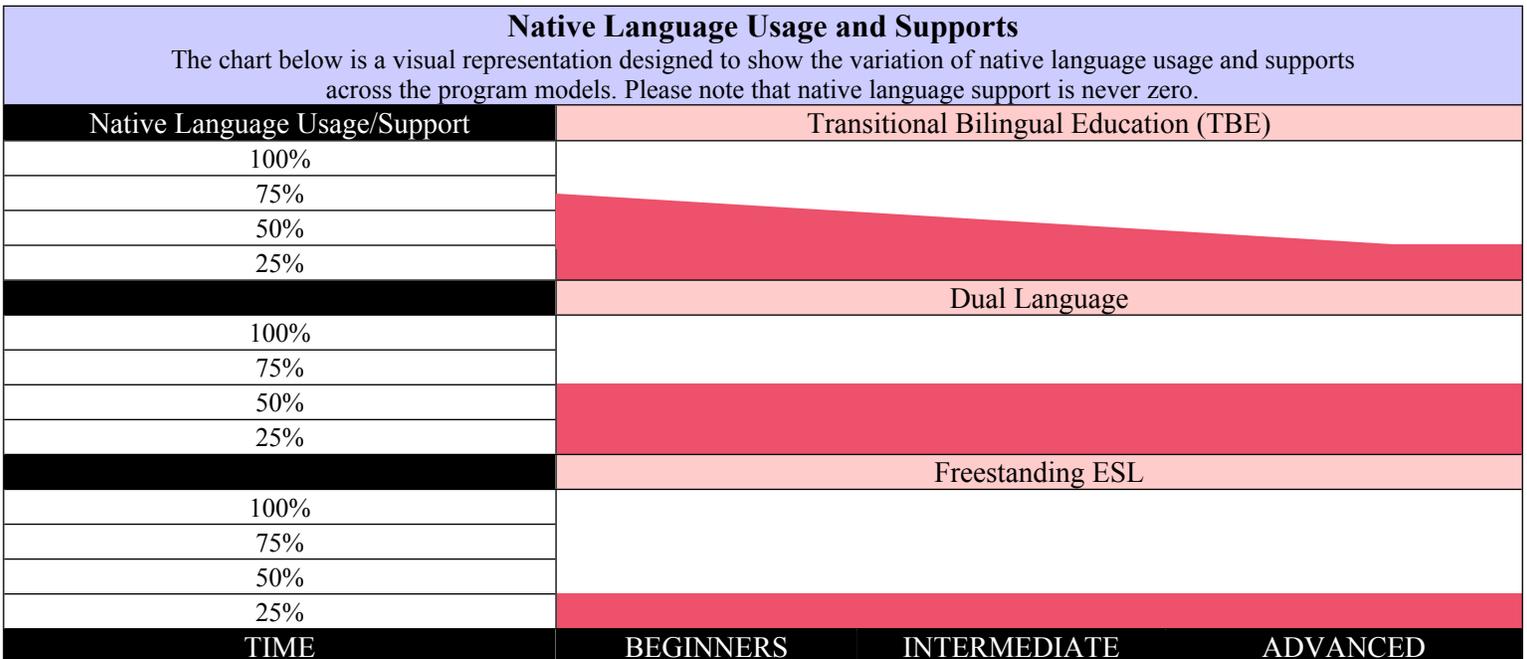
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Social Studies:	0
Math:	0
Science:	0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

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

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

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

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

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

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

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

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

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

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

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

the options to participate in all MCA extracurricular activities. ELL students also participate in college preparedness activities, and all field trips.

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

All ancillary services provided to students with IEPs are provided to our ELLs with IEPs: mandated guidance counseling, speech, and AIS.

10. [see # 5 above]

11. The students use bilingual dictionaries and glossaries; they are also allowed to communicate with each other in their native language to support comprehension.

12. MCA is a standard grades 9-12 high school; all our programs, resources, and supports are specific to this age group.

13. Because we have so few ELLs, and no recently arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change, we will be sure to consider that.

14. MCA students have been offered Spanish as a foreign language.

15. Resources and required services are provided based on age and grade level of students when necessary.

16. Since we do not have any newly enrolled ELLs we do not have any existing programs before the beginning of the school year to assist newly enrolled ELLs. If we did we would have such programs as Orientation meeting for all parents of ELL students.

17. No language electives are currently offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

Our Parent Coordinator has offered workshops for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	1		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
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.

Paste response to questions 1-6 here

- For all new admits to our school, we look at their test history, using information on their transcripts, on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.
- 2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, six of our ELLs scored at a proficient or advanced level on the 2010 NYSESLAT in listening & speaking, but only four scored at that level for reading & writing. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, writing skills, and Regents test preparation.
- The ESL Periodic Assessments' results have been consistent with results on the Acuity Predictive Assessments, and both are consistent with the NYSESLAT results; ie, our ELL students show literacy (and often math) skills below grade level, and need most support in reading comprehension and writing skills. Even though language accomodation is provided, our students usually choose to take the tests in English.
A closer look at our ELLs' results taking the Regents exams reveals interesting data.
One of our ELLs, who have received fewer than two years of service, passed the US History Regents exam last year, on the strength of her thinking and reasoning skills. Another ELL passed math and science regents in his third year of service. A third ELL passed all five Regents exams before he had completed seven years of service -- ELL high school success stories.
Yet we have also long term ELLs who have not succeeded. Their diffiulties are often not related to second language learning issues, but are indicative of learning disabilities or, in the case of long term truants, difficulties in personal circumstances.
- N/A
- We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow

oral and written directions and complete grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them succeed on Regents tests. Our ESL specialist has a good rapport with our ELLs, and their teachers, and this contributes positively to our ELLs' successful integration into school life.

Additional Information

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

Paste additional information here

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

Part VI: LAP Assurances

School Name: <u>Metropolitan Corporate Academy</u>		School DBN: <u>k530</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lennel George	Principal		1/1/01
Debra Nagel	Assistant Principal		1/1/01
Darlene Walker	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Moli Ntuli	Teacher/Subject Area		1/1/01

School Name: Metropolitan Corporate Academy

School DBN: k530

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Erica Galea	Guidance Counselor		1/1/01
Steve Chernigoff	Network Leader		1/1/01
Evelyn Pierre	Other <u>Related service prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 610

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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