



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: METROPOLITAN DIPLOMA PLUS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K647

PRINCIPAL: MERI YALLOWITZ

EMAIL: MYALLOWITZ@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 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
Meri Yallowitz	*Principal or Designee	
Tashena Heath	*UFT Chapter Leader or Designee	
Kelly Glenn	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Amanda Brathwaite	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Glen James	CBO Representative, if applicable	
Wanda Moore	Member/Parent	
Sheryl Brathwaite	Member/Parent	
Paula Hall	Member/Parent	
Nicole Panellino	Member/UFT	
Caroline Sherman	Member/UFT	
Merlene Anderson	Member/Parent	
Judith Caputo	Member/CSA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, the percentage of students' scoring 65 or better on the ELA Regents will increase 5 % as a result of ELA teachers designing performance based tasks and supporting curriculum units aligned with the CCSS.

Comprehensive needs assessment

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

Based on regents scores in ELA and teacher created benchmark assessments, we found that students are struggling with writing the critical lens essay. Student essays during 2011-2012 received an average score of 3, which indicates a need for improvement. Our students are expected to graduate college and career ready. In order to demonstrate this readiness, they will need to improve their essays scores by a minimum of one level based on the ELA Regents Rubric.

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) 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.

Starting each trimester, in addition to reviewing past Regents scores and item analysis reports (via ATS when available), each ELA teacher will administer a benchmark performance assessment. This assessment will be supplemented with interim assessments every three weeks and weekly Friday benchmarks, which staff/students call "Focus Friday" at our school.

ELA teachers and the instructional coach will participate in weekly department team meetings. During this time, they will engage in a structured process of looking at student work in order to determine next steps for each student and/or groups of students (e.g. ELL, IEP, Lower third). In addition, the team will design performance based tasks aligned to the expectations of the critical lens essay. Teachers will provide actionable feedback to students using the scoring benchmark from the regents. Teachers will differentiate their lessons to meet the needs of all students by providing scaffolded activities (graphic organizers, etc.) when necessary. The team will also incorporate in their lessons opportunities for whole class instruction, small group instruction, or independent work by noticing patterns/trends in student work. Also, teachers will discuss and select meaningful works of literature that will engage students, and, therefore, increase their mastery of ELA.

Their work will be measured by a continuation of in-class assessments, in addition to the New York State Regents Exams in January, June and August.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The School Leadership Team will discuss important school decisions at monthly meetings. (School provides Metrocards to compensate parents for their travel). The Parent Coordinator and teachers will attend regularly scheduled PTA meetings to share information and respond to parents' questions.

Parents will participate in ARIS workshops.

Parents will be invited to monthly community gatherings and all school-wide events.

With the support of two full time Community Based Organizations (CAMBA & Medgar Evers (AIDP)), parents will be encouraged to meet with teachers and guidance counselors to discuss their child's progress. The CBO, CAMBA, is also able to provide families with incentives in return for their participation in school-wide activities.

Budget and resources alignment

- Indicate your school's Title I status: 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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, CFE Funds, and ARRA RTTT Funds and human resources to implement this action plan from Sept. 2012 to June 2013 as indicated: Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teachers will work per session (2-4 days per week) along with Data Specialist (per-session) for after school programs and differentiated professional development. In addition, our school is in receipt of a grant to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, the percentage of students' scoring 65 or better on the Integrated Algebra Regents will increase 5 % as a result of Math teachers designing performance based tasks and supporting curriculum units aligned with the CCSS.

Comprehensive needs assessment

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

Based on regents scores in Integrated Algebra, and assessing students' ability to justify their mathematical steps, we found that students are struggling to master the Common Core Standard: Construct viable arguments and critique the reasoning of others. This is a Common Core focus for New York City this year. Our goal is improve students' ability to justify their mathematical reasoning and build upon findings from last year's goal.

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) 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.

Each math teacher will administer a benchmark performance assessment in each trimester, along with interim assessments every three weeks.

An additional math teacher will be hired to work during Saturday school sessions in order to support struggling math students who need more individualized support.

Math teachers will participate in weekly department team meetings during which they will engage in a structured process of looking at student work, designing performance based tasks and supporting curriculum units aligned with the CCSS, and analyzing student outcomes to inform next steps.

Math teachers will collaborate to create a Graphic Organizer and a Rubric to evaluate students' work. The graphic organizer will require students to not only show their mathematical steps but also justify their mathematical reasoning.

Teachers will use a common "Looking at Student Work" protocol to examine and annotate each benchmark performance. Student work completed with the support of the graphic organizer will be evaluated. Teachers will modify the graphic organizer based on student responses.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The School Leadership Team will discuss important school decisions at monthly meetings. (School provides Metrocards to compensate parents for their travel).

The Parent Coordinator and teachers will attend regularly scheduled PTA meetings to share information and respond to parents' questions.

Parents will participate in ARIS workshops.

Parents will be invited to monthly community gatherings and all school-wide events.

With the support of two full time Community Based Organizations (CAMBA & Medgar Evers (AIDP)), parents will be encouraged to meet with teachers and guidance

counselors to discuss their child's progress. The CBO, CAMBA, is also able to provide families with incentives in return for their participation in school-wide activities.

Budget and resources alignment

- Indicate your school's Title I status: 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 x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, CFE Funds, and ARRA RTTT Funds and human resources to implement this action plan from Sept. 2012 to June 2013 as indicated: Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teachers will work per session (2-4 days per week) along with Data Specialist (per-session) for after school programs and differentiated professional development. In addition, our school is in receipt of a grant to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By August 2013, the average rate of credit accumulation will improve by 1.00 credit for the specific cohort of students who started with 0-11 credits.

Comprehensive needs assessment

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

Based on data collected citywide in transfer schools, students with the fewest number of credits present the greatest risk of truancy and of dropping out of school. This specific group of students includes those starting with 0-11 credits. In targeting these students, we hope to increase their credit accumulation based on our past progress report data. In 2010-11, the average credit accumulation for this cohort of students was 6.61, and in 2011-12, the average credit accumulation for this cohort was 7.11. Credit accumulation increased in this cohort by .5 credits. Our goal supports this trend by aiming for an increase of at least 1.00 credit by August 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) 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.

Progress reports will be sent to parents every three weeks with information that indicates if a student is passing or failing a unit.

Teachers will be available during specific times that are allocated for students to make up missing assignments. This takes place during the mornings and afternoons outside of the regularly scheduled school hours. These times are called (Power Hour AM & PM, respectively) at our school.

Prior to Regents Examination periods, Saturday instruction is also available.

Students are also assessed individually to determine if there are learning deficiencies that affect their credit accumulation.

Students are supported by two full time CBOs (CAMBA & Medgar Evers/AIDP) in order to address their social emotional issues inside or outside of school that may impact their credit accumulation.

Communication:

Teachers, guidance counselors, and parent coordinator make regular phone calls to parents in order to ensure they are receiving their child's reports and are aware of the opportunities for students to complete course requirements.

Teachers, guidance counselors, and parent coordinator communicate daily to share information on outreach for students who are cutting class or absent.

Guidance counselors meet regularly with their cohort in order to plan next steps and set goals in regard to planning for graduation.

Specific cohorts of students will participate in workshops that will influence their academic behaviors.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The School Leadership Team will discuss important school decisions at monthly meetings. (School provides Metrocards to compensate parents for their travel). The Parent Coordinator and teachers will attend regularly scheduled PTA meetings to share information and respond to parents' questions. Parents will participate in ARIS workshops. Parents will be invited to monthly community gatherings and all school-wide events. With the support of two full time Community Based Organizations (CAMBA & Medgar Evers/AIDP), parents will be encouraged to meet with teachers and guidance counselors to discuss their child's progress. The CBO, CAMBA, is also able to provide families with incentives in return for their participation in school-wide activities.

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, CFE Funds, and ARRA RTTT Funds and human resources to implement this action plan from Sept. 2012 to June 2013 as indicated: Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teachers will work per session (2-4 days per week) along with Data Specialist (per-session) for after school programs and differentiated professional development. In addition, our school is in receipt of a grant to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC).

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the average change in individual student attendance will improve by 5% as compared to 2011-2012.

Comprehensive needs assessment

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

Transfer school students have a history of truancy. Their attendance impacts their academic achievement and credit accumulation. Regular school attendance is one of the most significant contributing factors to school success. Research has shown that students who are chronically absent are less likely to achieve success in school. Students cannot learn if they are not in school. At our school, we recognize the importance of noticing the patterns of attendance in order to identify those students who are at risk of becoming chronically absent.

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) 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.

Our attendance team (parent coordinator, advocate counselors, guidance counselor, district attendance teacher, pupil personnel secretary) will implement the attendance improvement plan. The team will use ATS reports to identify trends and plan interventions. Our Community Associate will greet students at the main entrance as they arrive and give praise for students arriving on time, and in turn, hold brief conversations with those arriving late. This check-in at the entrance provides an opportunity to determine if an intervention is needed that is shared at the attendance meetings. Weekly attendance team meetings include review of R4RR, responses to outreach (telephone calls, letters, home visits, and parent conferences), and evaluation of school-wide retention efforts. If necessary, home visits will be conducted to retrieve absentees after unsuccessful outreach attempts by phone. We will establish an attendance requirement for participation in selected activities, clubs, and internships. We will continue to celebrate students' excellent attendance with incentives and awards by CBO staff.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
The School Leadership Team will discuss important school decisions at monthly meetings. (School provides Metrocards to compensate parents for their travel).
The Parent Coordinator and teachers will attend regularly scheduled PTA meetings to share information and respond to parents' questions.
Parents will participate in ARIS workshops.
Parents will be invited to monthly community gatherings and all school-wide events.
With the support of two full time Community Based Organizations (CAMBA & Medgar Evers/AIDP), parents will be encouraged to meet with teachers and guidance counselors to discuss their child's progress. The CBO, CAMBA, is also able to provide families with incentives in return for their participation in school-wide activities.

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, CFE Funds, and ARRA RTTT Funds and human resources to implement this action plan from Sept. 2012 to June 2013 as indicated: Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teachers will work per session (2-4 days per week) along with Data Specialist (per-session) for after school programs and differentiated professional development. In addition, our school is in receipt of a grant to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC).

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: 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.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	ELA teachers use technology and theater as a catalyst to improve reading comprehension and writing skills.	Small group instruction	During the school day
Mathematics	Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents approach, teachers focus on regents type skill questions and strategies to decrease test anxiety.	Small group instruction	During the school day
Science	Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation.	Small group instruction	During the school day
Social Studies	Social Studies teachers use current events to connect history with the present. They use the	Small group instruction	During the school day

	Smart Board and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselors proved services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.)	Small group counseling	During the school day

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.

Administrative staff and coaches regularly attend citywide and network hiring fairs to identify and recruit HQ teachers.

Teachers have the opportunity to attend professional development and inter-visitations at network schools.

The Secretary works closely with the CFN HR Director to ensure staff meets all required documentation and assessment deadlines.

Mentors are assigned to support first year teachers.

Teachers received differentiated professional development from the instructional coach.

Common planning time and professional learning communities are part of the master schedule.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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; a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

Metropolitan Diploma Plus High School, in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, has implemented a parent involvement policy strengthening the link between the school and the community. MDPHS's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, Parent Teachers Association, and Title I Parent Committee, as trained volunteers and as members of the school professional development advisory council.

The MDPHS 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. In developing the MDPHS Parent Involvement Policy, the MDPHS PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. The MDPHS community will conduct an annual review prior to the end of the school year 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. The parent involvement policy will be distributed to all Title I parents during intake, at the beginning of the school year for returning families, and throughout the year during the admissions process.

To increase and improve parent involvement and school quality, MDPHS 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 -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 to serve as a liaison between the school and families. The Parent Coordinator 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. These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home. 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.;

- 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, School 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;

MDPHS 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;

MDPHS 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 -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 through Learning Leaders;
- 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
CAN BE LAST YEARS BUT MUST BE UPDATED

MDPHS, 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. The school and parents working cooperatively to provide for the successful education of the children agree:

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;
- 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-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 Kathy Pelles	District 23	Borough Brooklyn	School Number 647
School Name Metropolitan Diploma Plus High School			

B. Language Allocation Policy Team Composition

Principal Meri Yallowitz	Assistant Principal Judith Caputo
Coach Nicole Panellino	Coach Vicky Cohen
ESL Teacher Yael Seligman	Guidance Counselor Markeeda Goodwin
Teacher/Subject Area Michelle Venditti/data special	Parent type here
Teacher/Subject Area Corey Brown/Sp Ed Coord	Parent Coordinator Patricia Clark
Related Service Provider type here	Other type here
Network Leader Kathy Pelles	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	186	Total Number of ELLs	2	ELLs as share of total student population (%)	1.08%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Because we are transfer high school, we have developed a unique intake process suited to our needs. The requirements for admission to a transfer high school include having spent at least one year in a NYC high school. We do not accept students who are enrolling for the first time in a NYC school. Our certified ESL specialist is part of our admissions team, and upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary, or community worker, she meets with prospective students and their families to explain ESL services available in our school, to conduct an informal language assessment and interview, to review the HLIS on record, and to help the family to decide if MDPHS would be an appropriate school choice.

During initial interviews, parents and students are told that MDPHS tries to meet the needs of students at every level of English proficiency. We do not offer a bilingual program, and in the three years of our existence, we have never been asked for such a program by parents. Newly arrived immigrant students do not meet transfer high school criteria of having been enrolled for at least one year in a NYC high school. Because we are not a "first time school" in NYC, we generally do not administer the Home Language Identification Survey nor the LAB-R.

Because students are admitted on a rolling basis throughout the year, often there is a time lag between the time of admission, and when we receive a student's folder from their previous high school. During intake interviews with prospective families, home language is assessed informally by a trained pedagogue, either the ESL specialist, principal, assistant principal, or ELA coach.

In the unlikely situation whereby a student is recommended to our school from out of state, we would follow required admission procedures, including the HLIS with an oral interview conducted by our ESL specialist with translation support if needed, and if necessary, the ESL specialist would administer the LAB-R within ten days of admission.

When parents of prospective students come to MDPHS, it is explained to them, by everyone on the intake team, that we are a very small transfer high school; students must be able to function in an English immersion academic environment. We occasionally receive requests from guidance counselors at other high schools looking for placement options for ELL students who are not succeeding in a regular high school setting. We explain to them the eligibility requirements for transfer high schools. Usually these are not beginning level ELLs, and we have been able to offer these students admission to our school. We do not offer a bilingual program, nor a dual language program. ESL services are provided by a parttime certified ESL specialist.

During the intake interview, parents are asked to fill out the preferred language form for receiving school communications. If translations are requested, they are provided with translated materials by the school, using the budgeted funds for that purpose. We have staff members who speak Haitian-Creole, French, and Spanish to participate in the intake process if needed, and to be present at school functions if requested.

We offer admissions on a rolling basis throughout the year. Our ESL specialist runs ATS reports every two weeks (RLER, RLAT,

RNMR) to determine if recently admitted students are ELLs, and thus eligible to receive ESL services based on their proficiency level, and to receive test accommodations, or are former ELLs entitled to continuing test accommodations.

Our ELL students are evaluated annually using the New York State English as a Second Language Achievement Test [NYSESLAT] which is administered by our ESL specialist. Our ESL specialist is responsible for all tasks related to NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, packaging, and return of the assessments.

Admitted students are determined to be ELLs using three criteria: exam history including NYSESLAT as seen in ATS; high school transcripts from previous schools; and intake interviews. We do not rely solely on ATS test reports because some students applying for admission to transfer high schools are former LTAs, with inconsistent attendance and testing records.

At the beginning of the school year, our ESL specialist prepares letters, in English and in the home languages, informing parents that their child continues to be eligible to receive ESL services, based on their proficiency level on their most recent NYSESLAT as shown on ATS RLAT reports. We do not distribute Parent Survey and Program Selection forms because we are a transfer high school. Transfer high schools exist to specifically meet the needs of high school students who were not successful in their prior high school(s), and who are now over-aged and under-credited. We offer accelerated credit recovery, counseling and support with a partner community based organization, and Learn to Work paid internship opportunities. Our transfer high school is not an appropriate program choice for students at a beginning level of English proficiency.

We provide ESL services: one parttime ESL specialist, and two CTT teachers who work with students in their content area classrooms. This is clearly explained to parents during the initial intake interview.

The neighborhood where our school is located is not an immigrant destination neighborhood. Our ELL students are a small percentage of our student body; less than 2%. This is our fourth year of existence. If our demographics change in the future, and larger numbers of ELLs enroll in our school, or, if many lower level English proficiency students enroll, we will adjust our ESL program. For now, we offer a combination push-in/pull-out part-time program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	---

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	To t #
Transitional														0

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				2	2		1			3
Total	0	0	0	2	2	0	1	0	0	3

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

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
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 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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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													2	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3											

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?

Paste response to questions 1-7 here

Explicit ESL instruction is delivered using a flexible combination push-in, pull-out model. All our students are very focused on passing their classes and on preparing for Regents exams; this school is their 'last chance' to graduate from high school. Our ESL specialist surveys the ELL students to ask if they would like her to push-in to their subject area classes, in addition to meeting with her during lunch

A. Programming and Scheduling Information

time and other pull-out times. She is available to meet with students at other times, helps them as needed with other assignments and content review, and daily communicates with their advocate counselors and classroom teachers.

This year, we have two ELLs enrolled, both at an intermediate level of proficiency.

According to NYS CR Part 154, high school students scoring at an intermediate level are meant to receive 360 weekly minutes. This has been an ongoing scheduling challenge for us, having only a parttime ESL teacher in the building, who is shared with two other schools. We try to create schedules that meet the mandated minutes. Unlike regular high schools, which have two academic terms each year, we operate on a trimester basis, offering students an accelerated credit recovery. Student programs completely change twice during the school year.

This year, two of our ELLs are also SIFE. Their teachers provide considerable scaffolding to help support their learning; they receive small group tutoring during lunch; and all staff receive ongoing professional development in differentiating instruction and assessment. ESL instruction focuses on motivation, speaking and listening skills, along with reading and writing, for these students

All instruction in our school is in English. Most transfer high school students have academic skills considerably below grade level, as shown on Acuity predictive tests, intake assessments, and student transcripts. All staff receive ongoing professional development on differentiating instruction and assessment to meet the needs of all students, including ELLs and SIFEs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our CFN academic support coaches, and our two in house academic coaches. Individual teachers are helped with lesson planning, goal setting, and differentiating, following the workshop model. The Danielson framework has been introduced this year to help with teacher effectiveness, reflected in classroom practice.

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:

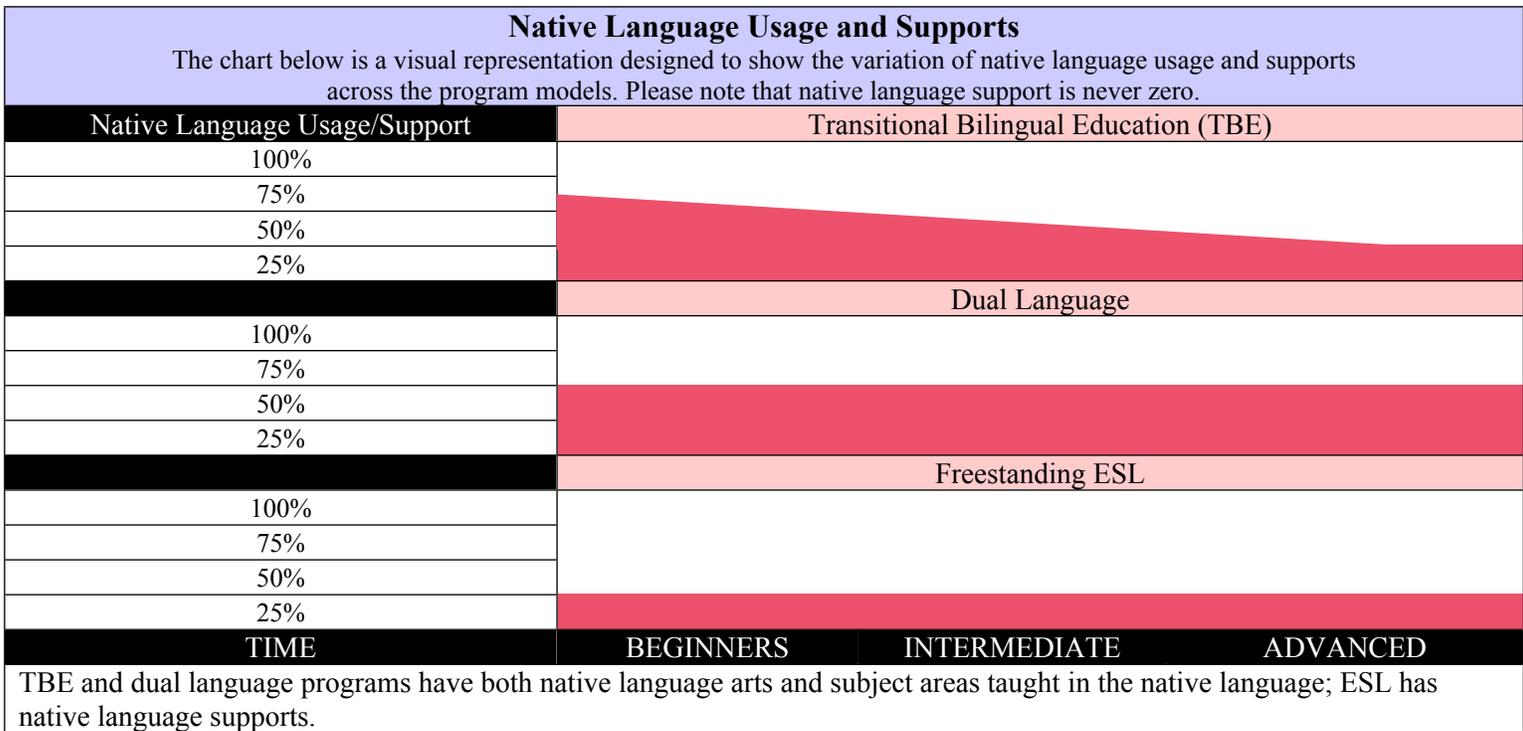
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



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 8-17 here

8. We have a very small population of ELLs this year. In a transfer high school, every student is assigned an individual program, depending on what credits and which Regents exams are needed to meet graduation requirements. Students are programmed into classes that best suit their academic needs. We have two certified Special Education teachers on staff who worked with ELLs in their previous schools. Additional related service providers are available through referral from our CBO partner, CAMBA. Students receive additional support for Regents and other exam preparation during the instructional day, before school during 'Power Hour,' and in our PM program.

Our ELL students' skill levels are not different from most of our transfer students' skill levels. Personalized instruction is focused on student strengths; where possible, teachers allow students to complete work at their own pace. Time and resources are also allocated for re-teaching and 'catch-up,' to enable every student to achieve mastery of the content. Based on student strengths and deficiencies, lessons and assignments may be modified in content, process, or learning environment. Many strategies that help support struggling readers whose native language is English also help ELLs. Activating and building background knowledge, and explaining key concepts and vocabulary, are essential.

Of this year's current three ELLs, one ELL will graduate this coming spring, and two ELLs, both SIFE with 5 years of service, are struggling with language and content in English and history classes. This year, targeted interventions include: small group tutoring during lunch; ESL push-in to history class; and CTT support in English class, all in English.

9. Students who demonstrate English proficiency on the NYSESLAT exam will be monitored for two additional years. During this time, they are entitled to continue receiving testing accommodations. For our transfer high school, with its expressed purpose of supporting older teens to graduate from high school, this mandate allows former ELLs to receive extended time when taking their Regents exams.

10/11. For the upcoming school year, we are not planning any changes in our program for ELLs, because our program is quite small. If our demographics change, and many more ELLs enroll in our school, we will make changes. If necessary, we would consider hiring a full time ESL specialist, and creating a self-contained ESL class.

No ELL services will be discontinued.

12. ELLs are afforded equal access to all school programs and services. we have no separate bilingual nor self-contained ESL classes; our ELLs are all in regular classes. All school support structures are available to our ELLs: technology in the classroom, media center and school library, tutoring, and Saturday program.

All ancillary services provided to students with IEPs are provided to our ELLs with IEPs, including mandated guidance counseling.

ELL students are strongly encouraged to participate in all MDPHS extracurricular activities by their advocate-counselors, by school administration, and by their teachers. Our ELL students participate in college preparedness activities, all field trips, and in our Learn-to-Work paid internship program.

13. We encourage the use of technology in the classroom. Teachers incorporate Smart Boards, laptops, and internet based project work

into their classrooms, and are provided with professional development for curriculum planning.

14. We do not offer a bilingual nor a dual language program; all instruction in our transfer high school is in English. We have teachers and advocate counselors who speak the ELLs' native languages (Spanish, and Haitian-Creole) and can translate if needed. Generally, translation is not used during classroom instructional time; mostly it is for school events and family communications.

15. As a transfer high school, our students are over-aged and under-credited. Age and grade-level correspondance do not generally apply. Most of our students have skill levels in math and reading many years below grade level. It is not uncommon for our 19 and 20 year old students to have math and reading skills at a 7th grade level.

16. Because we have so few ELLs, and we are not a placement for newly arrived immigrant students, we do not offer programs to newly enrolled ELLs before the start of the school year. If our demographics shift in the future, we will consider offering such a program.

17. The requirements for a high school diploma in NY include one year of foreign language study. MDPHS students have been offered French as a foreign language.

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

[MDPHS does not offer a dual language program.]

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

1/3. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide PD for ESL teachers. She consults with classroom content area teachers on how to better meet the needs of ELLs in the content area, offering ideas for language development supports. Most students here are reading well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our academic support coaches, and CFN instructional specialists. Individual teachers are helped with lesson planning and goal setting. All school staff, including pedagoges, administrators, secretaries, counselors, and parent coordinator, are offered opportunities to participate in PD oriented towards meeting the needs of our ELL students and families.

2. [N/A: we are not a 'first time' high school]

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

Parents of prospective students must attend a lengthy in person interview, and complete a written survey about their child. Parents meet with their child's Advocate Counselor, who stays in constant communication with families throughout the year. Parents are invited to participate in 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 planning options (college, trade school, military)

Workshops and services for parents are offered by our CBO partner CAMBA; by our partner Medgar Evers R.F; and by our CFN network.

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

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)													2	2
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	0	0	3	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													2
	A													
READING/ WRITING	P													1
	B													
	I													2
	A													1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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	7		2	
Integrated Algebra	2		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	4		1	
US History and Government	2		1	
Foreign Language				
Other <u>MATH RCT</u>	1		1	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1. For all new admits to our transfer high school, we look at their test history, using information on their transcripts, on ARIS and on ATS. When an ELL student is admitted, our ESL specialist runs ATS reports (RLAT, RNMR, RLER) to learn their test history, their ELL status, their proficiency levels according to NYSESLAT modalities, years of service, and SIFE status. This information informs us about students' tested English proficiency, and about which skill areas ought to be prioritized, and guides ESL instruction in our school. We have learned through experience that test scores, including Regents results, and HS transcripts showing accumulated credits, do not necessarily provide an accurate picture of students' academic skill levels. We also administer an intake test, and yearly Acuity predictives, to gain the most reliable picture.

2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tends to be stronger in listening/speaking skills than in reading/writing; often this correlates with ELL SIFE status. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and Regents test preparation. Students are also supported in speaking skills, in preparation for internship job interviews, and classroom oral presentations.

4. We used the ESL Periodic assessments during our first year, (three years ago). We discontinued their use, for three reasons: 1, we did not want our ELLs to lose classroom instructional time -- transfer high school students are trying hard to "catch up" on their credits; 2, often, attendance and motivation are challenges for transfer high school students and we realized it is more important to ensure their attendance at Regents exams; and 3, the results on the Acuity Predictive Assessments are consistent with NYSESLAT results (ie, our ELL students show literacy and, often, math skills, below grade level, and need support in reading and writing skills.

A closer look at our ELLs' Regents results history show a consistent pattern. It is harder for ELLs to achieve passing scores on the Regents exams that require considerable reading and writing -- the English, Global, and US History -- than on the math and science exams.

Last year we learned another lesson from Regents results: Our SIFE ELLs are sometimes illiterate in their native language. Four Haitian ELLs took the Global History and US History Regents exams last year. They were provided with both the English and the Haitian-Creole translations of the test, as well as translating Creole glossaries. We learned that only one of these students was a fluent reader in his native language, and this was the only ELL who passed the Global and English regents last year. This alerted us to the need to provide consistent scaffolding support to help these students master the history content.

6. We evaluate the results of our ESL program in a number of ways. We look at students' overall transcripts, their classroom work, their abilities to follow oral and written directions and to complete tasks appropriate to their level of language proficiency. We work with them on discrete skills, related to comprehension and writing strategies. We work with our ELLs on reviewing content material, particularly in history classes, because those classes require textbook work, to help them succeed on Regents' tests. Our ESL specialist has a good rapport with our ELLs, with their teachers, counselors, and families, 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: Students in transfer high schools are here for two reasons: their lack of success in their previous high school(s), and their desire to obtain a high school diploma. Transfer high 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 they receive considerable individualized attention and support from their teachers.

A special feature of transfer high schools is partnership with a community-based organization that provides the school with trained Advocate Counselors, who meet with students at least twice weekly for counseling, and in daily group meetings, to help assess and monitor

individual academic and personal needs.

Part VI: LAP Assurances

School Name: Metropolitan Diploma Plus

School DBN: 23K647

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meri Yallowitz	Principal		11/1/11
Judith Caputo	Assistant Principal		11/1/11
Patricia Clark	Parent Coordinator		11/1/11
Yael Seligman	ESL Teacher		11/1/11
	Parent		11/1/11
Cory Brown, Sp Ed	Teacher/Subject Area		11/1/11
Michelle Venditti, Math/Data	Teacher/Subject Area		11/1/11
Nicole Pannelino	Coach		11/1/11
Vicky Cohen	Coach		11/1/11
Markeeda Goodwin	Guidance Counselor		11/1/11
Kathy Pelles	Network Leader		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **23K647** School Name: **Metropolitan Diploma Plus**

Cluster: _____ Network:

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.

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator, advocate counselor) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish, French, and Haitian Creole who are available to help translate as needed.

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

Our transfer high school is situated in Brownsville, which is not an immigrant destination neighborhood. It is rare that parents request a language other than English on the HLIS. Because we are a transfer high school, we do enroll students from outside this area, but because our students are older (16-21), and have previously been enrolled in NYC high schools, it is very rare that we have new immigrant families. Each year we generally have at most two or three families who request Spanish, and three or four requesting Haitian-Creole. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, new students are admitted on a rolling basis. If their families request translation services, those teachers are informed by the administration.

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.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Metropolitan school events and notices, if needed, our staff can translate the documents in-house, depending on the need, for Spanish, French, and Haitian Creole.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, advocate counselors, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. If our demographics change, and many more students from immigrant families enroll in our school, we will respond appropriately to provide requested translation 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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.