



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE METROPOLITAN HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 12/X/248

**PRINCIPAL:** CARLA THEODOROU

**EMAIL:** CTHEODOROU@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELAINE LINDSEY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Carla Theodorou	*Principal or Designee	
Carlos Bermudez	*UFT Chapter Leader or Designee	
Nardis Lukeman	*PA/PTA President or Designated Co-President	
Viddy Seepersad	DC 37 Representative, if applicable	
Jennifer Cabrera Rosalias Read	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Stacy Ross	Member/Teacher	
Sonny Baron	Member/ Teacher	
Jose Cabrera	Member/Parent	
Juan Moncayo	Member/Parent	
	Member/	
	Member/	
	Member/	

\*\* 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**

We will increase the focus on college readiness. The school will provide more challenging support for our high achievers in the form of AP and other advanced courses (e.g. AP Spanish, AP English, College Now, Chemistry, Trigonometry, Psychology)

### **Comprehensive needs assessment**

The school conducted a needs assessment after reviewing our Progress Reports, Peer Quality Review and other school-wide data. As per the recommendation of our Peer Quality Reviewers, the school needs to provide more challenging support for our high achievers in the form of AP and other advanced courses. Our College readiness score on the 2011-2012 Progress Report was only 5.6 out of 10; which is only a grade "C". This was the only category where we did not earn an "A" grade and we feel it is important to have our students better prepared for college.

### **Instructional strategies/activities**

The plan will include offering more AP and advanced level courses, having teachers involved in developing course content, and professional development for teachers.

- We will offer AP and advanced level courses to our higher achieving students and encourage other students to attempt more challenging courses work.
- We will use computer based learning to broaden our course offerings; particularly when there are not enough students to form a group.
- We will encourage more students to enroll in College Now courses.
- We will work with teachers on developing their use of questioning techniques and critical thinking skills in their classes and will provide more training and support for teachers who need it.
- Teachers will be more involved in making decisions on course content.

The impact will be that high achieving students will have more options. We will keep class registration lists for College Now courses. Evidence of students taking more advanced course can be found in STARS. We will maintain records of grades and exams. Success for this goal will be measured by the number of students taking advanced level courses and ultimately be measured through the school's Progress Report Score. We hope to increase the College Readiness index for the 2012-2013 Progress Report which will be available in late fall of 2013.

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

As per our PIP, parents will be kept informed of new course offerings through the school leadership team (SLT) and regular parents association meetings. Parents will be encouraged to become more involved and to support their students in choosing more advanced course work in preparing for college.

**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**

The school will enlist the support of teachers in expanding and coordinating our course offerings. Tax Levy and Title I funds will be used to support teacher salaries, per session budget, professional development and books and supplies to support the plan.

## **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**

We will continue our work in incorporating the *Common Core Learning Standards (CCLS)* into curriculum for all core subjects and begin the work of aligning curriculum maps to CCLS. This will include two additional units for English and Mathematics and two CCLS aligned units for Science and Social Studies. 100% of students will participate in two common core aligned units.

### **Comprehensive needs assessment**

Our school serves an at-risk population of students. More than 85% enter high school below grade level in ELA, Math, Science and Social Studies. It is great challenge to our school to help these students make progress and be better prepared for college. As per this year's *City-Wide Instructional Expectations*, schools are advised to include two additional units for English and Mathematics and two CCLS aligned units for Science and Social Studies. The Common Core Learning Standards are part of the nation's plan to have a more uniform and rigorous education system which will prepare students for college and beyond.

### **Instructional strategies/activities**

Teachers in ELA, Math, Science and Social Studies, while working within their content-area departments, will begin to align curricula based on the needs of students they teach. One common core aligned unit will be developed in the fall semester and one will be developed in the spring semester and 100% of our students will have worked on CCLS aligned units.

- Working together with CFN 107's achievement coaches, we will schedule periodic meetings with teachers to monitor their progress toward developing the units.
- Each department will collaborate on the development of CCLS units. The written curriculum map will be developed through weekly meetings with department chairs, observation of classroom instruction and review of samples of student work
- Administration will work with department chairs, who in turn will work with the teachers within each department. Professional development will be provided as needed.

Evidence of success will be the existence of the CCLS units (which are also submitted to our CFN instructional support liaison). CCLS will also be evidenced through classroom observations. Time-line for implementation: Work will be done throughout the year and progress will be measured in June of 2012.

**Strategies to increase parental involvement**

As per our PIP, parents will be kept informed of new course offerings through the school leadership team (SLT) and regular parents association meetings. Parents will become more knowledgeable about Common Core Learning Standards and be encouraged to become more involved and to support their students in preparing for college.

**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**

Tax Levy and Title I funds will support teacher salaries, per session funding will be provided to allow teachers the time and support to do the work. The administration will ensure that teachers have time in their schedules and they will arrange for teachers to meet with the Network support liaison from CFN 107.

### **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**

Our school plans to increase the use of technology for instruction including more blended and computer based learning as per our iLearn plan. We will offer blended or online learning opportunities to at least 10% of our students.

#### **Comprehensive needs assessment**

Based on the school's needs assessment, we need to look for creative ways to offer more course work to all of our students. We are a small school serving an at-risk population where there are many remedial students who need to make up course work (STARS, Progress Reports, ARIS). More than 85% of Metropolitan students enter high school below grade level in reading. Other more advanced students need a wider variety of elective courses. In addition, we need more technology to use the Achieve 3000 reading assessment to help us raise literacy levels of our students.

#### **Instructional strategies/activities**

Using technology for instruction and iLearn will enable us, as a small school, to offer more variety to support the varying needs of our students.

- The school will invest in software to support the use of more technology at the school (APEX, Achieve 3000, Castle Learning).
- Professional development will be provided to help staff gain confidence in the use of these programs.
- Every ELA teacher will be expected to use Achieve 3000 to record and analyze formative assessments.

The work with iLearn and increased use of technology will be evidenced by data. APEX, Castle Learning, and Achieve 3000 all include reports on student work, time spent on task and student progress. Evidence will also include the existence of new laptop carts for use in the classroom. Teachers and Department chairs will articulate their use of technology to enhance instructional plans and set benchmarks. Student schedules will show evidence of enrollment in the iLearn Program. The timeline for implementation: Academic school year ending in June 2013.

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

As per our Title I Parent Involvement Policy (PIP) parents will be part of the discussion. We will discuss the iLearn program with parents at School Leadership Team meetings and during regular Parents' Association meetings. Parents will become more knowledgeable about computer-based learning.

**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**

Tax Levy and Title I funds will be used to support teacher salaries, the purchase of instructional materials and per session monies to support planning time and professional development. The school will also receive support through the iLearn initiative in the form of professional development and laptop carts.

### **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**

To improve teacher coaching, support, feedback and evaluation using a research-based rubric (Danielson) in order to strengthen instruction & increase student achievement. Teachers will receive more frequent feedback on instruction.

#### **Comprehensive needs assessment**

A needs assessment was conducted for the 2012-2013 school year. In addition to the current City-wide instructional expectations, Peer Quality Reviewers in 2011-2012 indicated that we needed to increase our use of a research-based framework to give feedback to teachers and improve coaching and teacher support.

#### **Instructional strategies/activities**

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

- Newer teachers would receive more support and be observed more frequently than more veteran teachers.
- Each new teacher will be assigned a peer mentor and administrative staff will also observe and provide feedback to all teachers.
- Administration will engage in short, frequent cycles of classroom observation and feedback using the rubric.
- Teachers will have access to professional development and mentoring which supports their individual goals.
- Within the first month of school, teachers will receive sample rubrics which articulate clear expectations for teacher practice. Early in the school year, teachers will set three individual goals for themselves.

Evidence will include feedback forms and notes from classroom observations which specifically refer to Danielson's framework. A timeline for implementation will be developed early in the year (September) and there will be a mid-year benchmark conference with teachers and will extend throughout the year until June of 2013.

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

While parents are not directly involved in teacher support and evaluation, as per our Title I Parent Involvement Policy (PIP) parents will be part of the discussion. We will discuss the teacher evaluation rubric with parents at School Leadership Team meetings and during regular Parents' Association meetings.

**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

**Service and program coordination**

Tax Levy funds will be used to support administrator salaries, and per session monies to support planning time and professional development for teachers.

**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	Double periods of ELA in 9 <sup>th</sup> and 10 <sup>th</sup> grade and tutoring.	Wilson Just Words in small groups-during the school day, ESL support services- during the school day and after-school, after-school tutoring.	During the school day and after school
Mathematics	Double periods of Math in 9 <sup>th</sup> and 10 <sup>th</sup> grade- and tutoring.	Double periods of Math in 9 <sup>th</sup> and 10 <sup>th</sup> grade- during the school day, and Tutoring after-school and/or during lunch.	During the school day and after school
Science	Tutoring and ESL support services for Science.	Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes.	During the school day and after school
Social Studies	Tutoring and ESL support services in Social Studies.	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling- during the school day for mandated counseling students as well as other students at-risk	Students will receive small-group or one to one counseling during advisory and health classes and in the counselor’s office as scheduled.	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.

**Recruitment:** As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. We look for candidates through TeachNYC, recruitment fairs and through references from other good teachers. Teachers are informed about our school model and must be willing to support the work that we do to join the team.

**Retention:** Once teachers are on board, most stay because of the collegial and supportive, sharing environment. Teachers work collaboratively together and share ideas during our annual retreat, common planning time and at whole staff meetings. Teachers who are satisfied with their work and having an impact on student success are more likely to stay with a school.

**Teaching Assignments:** As always teachers are given assignments based on their licensing, their talents and their stated preferences. Teachers complete preference sheets every year and a schedule is developed based on the needs of the school and the students.

**Professional Development:**

Professional development is chosen in several ways. When there is a school-wide or departmental initiative, teachers as a group may need training (Power School, Achieve 3000, APEX, iLearn). Frequently a variety of professional development is made available through our CFN network. This may pertain to a City-wide initiative (Common Core Learning Standards, Special Education reform, Arts in education). Teachers also seek their own professional development opportunities on topics they are particularly interested in or related to their content area.

**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.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain dedicated staff members to serve as liaisons between the school and families. The dedicated staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's 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**

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

**I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

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

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

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

**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 <b>CFN107</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>248</b>
School Name <b>The Metropolitan High School</b>			

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

Principal <b>Carla Theodorou</b>	Assistant Principal <b>Andrea Riley</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Meg Malloy/ESL Coordinator</b>	Guidance Counselor <b>Marjorie Allen</b>
Teacher/Subject Area <b>Jaclyn Baiata/ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Stacy Ross/ELA Teacher</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Nancy Scala</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>349</b>	Total Number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>22.06%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input 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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>			0											0
<b>Push-In</b>										28	18	22	9	77
<b>Total</b>	0	0	0	0	0	0	0	0	0	28	18	22	9	77

**B. ELL Years of Service and Programs**

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

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

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

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

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

ELL-SWDS are placed according to their language and IEP needs. They are serviced by special education teachers, as well as ESL teachers. ELL-SWDs are placed in the least restrictive environment in order to make classrooms as inclusive as possible. Most ELL-SWDs are placed in classes that adhere to the collaborative team teaching model. They are mixed heterogeneously with peers that do not

## A. Programming and Scheduling Information

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Mathematics: Integrated Mathematics Program
- Science: The Living Environment, Teacher created units of study
- History: The Key to Understanding Global History, The Key to Understanding American History
- Dictionaries in Spanish and English, Arabic and English, French and English, English to English. Spanish to English digital translators.
- Every classroom has access to computers and a Promethean Activboard.

In August, all newly enrolled students at The Metropolitan High School must attend Summer Bridge, a 3-day orientation seminar, where they are informed of school policy and procedures. During this time, they are able to meet with their future teachers and classmates. Writing and Mathematics work samples are collected and used as a preliminary means to identify the entry point of our students.

Spanish is the only language elective currently offered to students. ELL students that score high enough on a school wide Spanish assessment are placed in AP Spanish course. Native language support is provided for ELLs in the classroom. Our ESL teachers range from fluent to proficient in Spanish. Textbook and supplemental material are available to students in their native language when available. During state assessments, students receive materials in the native and target language.

Native language support is offered through bilingual text books, varied native language independent reading books and supplemental resources found through the internet to assist students in a free standing ESL program.

Required services support and correspond to ELLs ages through age appropriate supplemental materials. As high schoolers, supplemental resources for ELLs must reflect high school grades and ages.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

All pedagogues at Metropolitan High School are certified in their content area of specialty. Teachers in the ESL department have attended in QTEL Building the Base, QTEL-ELA and other workshops offered through the NYC Department of Education, Office of English Language Learners and BETAC. They also participate in the ESL workshops offered by the Children First Network. In addition, ESL teachers, the guidance counselor, parent coordinator and secretaries receive training in house provided by our Children First Network. All staff, assistant principals, para professionals, special education teachers and therapists receive professional development through in house PDs as are certified TESOL pedagogues turn key information from outside professional development opportunities.

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

- Differentiated Instruction: A teaching philosophy based on the premise that teachers should adapt instruction to meet the different needs of students in the classroom. Teachers are learning to meet students varying readiness levels, learning preferences and interests.
- Collins Writing: A research based strategy that requires students to self-edit as well as peer edit their writing. It enables teachers to evaluate students on Focal Content Areas (FCA). The strategy is enforced across all the content areas.

The Metropolitan High School provides support to staff to assist ELLs as they transition from one school level to another through by providing staff with per session paid time in the summer to prepare an orientation for the students to make the transition as smooth as possible.

The school encourages inter-visitation among pedagogues during professional periods to learn different techniques and strategies in the delivery of instruction for ELL subgroups, to comply with the Jose P requirement of 7.5 hours. TESOL certified ESL teachers also turn key information to non ESL teachers during in house professional developments. ESL teachers are available for co-planning with content teachers in order to make a more successful learning environment for all students. Documentation is kept of all in house PDs.

## 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?

As a school, we recognize that many parents of ELLs find involvement with their child's school to be frustrating. Because of this, our school is extremely dedicated to building relationships with parents that will increase student achievement. This joint effort requires extensive outreach and ongoing process through which parent-school communication can happen. At our school, we have a Community Associate who encourages increased ELL parent involvement in our Parent Organization. We have a semiannual ELL parent meeting in which parents are informed of their children's options and given the chance to ask questions and voice any concerns they may have. Our school also offers parents a variety of workshops where they can become aware of the challenges their child faces and how to best assist him/her. Parents are notified of the translation services available to them. All notifications sent to parents/guardians are written in the main languages spoken at our school.

The Metropolitan High School maintains partnerships with the following community based organizations: Community Healthcare Network, Monroe College, Bronx Community College. Monroe College and Bronx Community College offer college preparation workshops to both parents and students. The Community Healthcare Network conducts workshops for parents on health related issues concerning their children. They also offer free or low cost medical services to parents/students of our school community.

Parents' needs are evaluated through the parent surveys, discussions at Parent Teacher conferences and communication during Parent Teacher conferences. The parental involvement activities reflect the feedback the school receives on parental needs. The Metropolitan High School does not currently have a parent coordinator. The Metropolitan High School uses the PTA meetings as an opportune time to hear parents and their preferences. The Metropolitan High School also has an advisory system that encourages communication between parents and advisory teachers.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	4	2		11
Intermediate(I)										15	10	13	6	44
Advanced (A)										9	4	6	3	22
Total	0	0	0	0	0	0	0	0	0	29	18	21	9	77

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

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

Patterns across proficiency levels show that the majority of our ELLs are below grade level in literacy levels.

Patterns on the RMNR show that our students perform lowest in reading and writing on the NYSESLAT. Our students score higher on the listening and speaking section. When NYSESLAT scores are released, the ESL department (Meg Malloy, Jaclyn Baiata, Stacy Ross) meet to review data and assess patterns in scores. With this information, the ESL department turn keys it over to the rest of the staff at the Metropolitan High School. This data is turn keyed during the two days of school before students arrive, but staff is present in the building.

The students in the Free Standing ESL program are succeeding in school. They are passing their classes and they are passing their NYS Regents. This data was obtained through ARIS and ATS.

ELLs, that are newcomers, are not passing the NYS exams as quickly as students who have English as a native language. ELLs that have been receiving services for four plus years are passing the Regents at the same rate as other students.

After reviewing the assessments taken by our ELL population, it was evident that most of our ELLs are at an intermediate and advanced levels of proficiency. This group of students received instruction following the CRP-Part 154 guidelines.

Academic language is planned and implemented after careful review of data gathered from DY0 periodic assessments that are linked to common core standards, Regents, NYSESLAT and teacher prepared assessments. Each teacher has a data binder that is utilized in keeping records as well as planning for differentiated instruction to meet the needs of all students.

English language learners that continue having difficulties learning a second language are referred to the Pupil Personal Committee. This committee is comprised of an intervention specialist, teachers and related services personal. The committee will discuss the problems the student is having and make specific recommendations. If the student continues to experience difficulties after several months of tracking, the committee, in consultation with the parent, may recommend an evaluation from the Department of Education or an outside agency. After reviewing our ELL population's assessments, the LAP committee has come to the following conclusions and recommendations. We will implement several educational strategies to ensure that the appropriate methodologies are utilized by our educators at The Metropolitan High School.

Focus on writing skills (phonics, grammar, syntax and language mechanics), Collins Writing Program and Wilson Just Words.

Reading Comprehension (reading strategies, note taking skills and graphic organizers)

Differentiated instruction incorporating the balanced literacy model, Point of Entry, hands on approach and modeling strategy.

Increasing the success of ELLs in the classroom and on assessments will only occur through school wide collaboration.

Native language is used as a supplemental resource to help comprehension and understanding of the content material. The Metropolitan High School has only a Free Standing ESL program. Therefore, all classes are taught in English.

The success of our ELLs is determined through NYSESLAT scores, class grades, NYS Regents exams scores and informal interviews with

students to discuss their happiness level at The Metropolitan High School

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** The Metropolitan High School

**School DBN:** 12x248

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carla Theodorou	Principal		10/26/11
Andrea Riley	Assistant Principal		10/26/11
N/A	Parent Coordinator		
Meg Malloy	ESL Teacher		10/26/11
	Parent		
Jaclyn Baiata/ESL	Teacher/Subject Area		10/26/11
Stacy Ross/ ELA	Teacher/Subject Area		10/26/11
N/A	Coach		
N/A	Coach		
Marjorie Allen	Guidance Counselor		10/26/11
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

DBN: 12X248 School Name: The Metropolitan High School

Cluster: 1 Network: CFN107

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

## **Part B: Strategies and Activities**

---

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: The Metropolitan HS

DBN: 12X248

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 62

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Program Model Description

Metropolitan High School is a small school in its seventh year. We currently have 62 Ells, (58 Spanish, 2 Arabic, 1 French and 1 other) all of whom participate in a Freestanding ESL program. Our 2 certified ESL teachers work in collaborate team teaching models in ELA and history classes. Both ESL instructors also push into content areas to work with ELLs in small learning groups and service each student as per the minutes mandated by the New York State according to level.

### Instructional Program

Our ELLs are held to high expectations and given high support to meet them. Students are heterogeneously grouped in a regular classroom. The ESL teacher attends their English and reading class to assist in differentiating instruction. This provides the ESL students with the necessary minutes of ESL instruction. The content area teachers employ ESL methodologies throughout the day. The ESL teacher routinely meets with them and guides them in lesson planning. This cumulative effort allows us to reap the benefit of peer support in every classroom; our Ells practice speaking, listening, reading, writing and revising their work alongside English proficient students. This dynamic not only makes everyone feel part of a learning community but also builds student confidence, which increases risk-taking and accelerates growth and development.

### After School ELL Academy

The administration of The Metropolitan High School is proposing to utilize Title III funds by providing an after school program for Ells four times a week, Monday through Thursday for an hour and a half each day. This program will provide enrichment in a small group setting in English literacy and content instruction through homework assistance, We have found that ELLs tend to have lower rates in returning completed homework, so providing time after school to work with students in small groups has improved their completion rate and allows for targeted instruction. Regents test prep and language development games. There will be different learning stations providing students varied activities according to need and interest. The Metropolitan High School will strongly encourage certain students to attend based on demonstrated need and teacher recommendation while remaining open to all English Language Learners. ELLs that attend will receive additional credit in their core content classes for their attendance and participation in the ESL After School ELL Academy. The program will begin in October 2011 and end in May 2012.

### Supplies, Materials and Equipment

None needed.

## Part B: Direct Instruction Supplemental Program Information

### Field Trips

We will take 30 ELLs who are in 11<sup>th</sup> grade US History and 12<sup>th</sup> grade US Government as well as 3 chaperones to the Statue of Liberty and Ellis Island as a field trip to educate students about the history New York City and American History. Students will learn about the history of immigrants in the United States through the Ellis Island museum and viewing a documentary film entitled "Island of Hope/Island of Tears". It is our hope that this field trip will be particularly beneficial for newcomer ELLs who are adjusting to New York City and will provide ample information for the US History Regents examination. We will also take a trip "Bodies... the Exhibition" and "Dialog in the Dark" (a combo one-day ticket). This trip will be for 18 ELLs in Living Environment class and 2 chaperones. The students will learn about living environment topics such as anatomy, organ systems, and health issues through the Bodies exhibit. Dialog in the Dark is a new exhibit that aims to expose students to experience New York City through the "eyes" of a visually impaired person. Students will learn to challenge prejudices, work together as a team, and rely on alternate methods of sensory perception. We believe this exhibit will be particularly beneficial to our ELLs because they have first-hand experience in the difficulties of understanding a new foreign environment. We hope that this exhibit will help develop awareness and empathy for individuals with disabilities.

## Part C: Professional Development

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

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

Begin description here:

The teachers at The Metropolitan High School currently participate in professional development series offered by the Office of English Language Learners as well as our network CFN107. This year we will continue to foster the pedagogical growth of our ESL teachers through these professional developments as well as that of our content area teachers. On November 6th, all staff will have the opportunity to attend a PD session entitled "Literacy Intervention 101" where staff will learn how to scaffold texts across the curricula for English Language Learners in their classes. One ESL teacher will attend a PD hosted by OELL entitled "Title III AMAOS". This information is crucial in providing an accurate data-driven view of our ELLs and identifying those at risk. The ESL teacher who will attend this workshop will turnkey information about the AMAO Estimator Tool to the CFI (Inquiry) team. The CFI team is working closely with at-risk ELLs. This tool will be useful in their identification of these students and strategies to help them succeed. Information from these PDs and others that may arise will be turnkeyed to remaining staff in order to improve teaching and learning across all content areas during in school professional developments and staff meetings.

## Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parental involvement is paramount to student success. We recognize that many of our ELL parents find involvement with their child's school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. Parents will be encouraged to take part in two workshops designed to help parents learn technological skills to help them stay abreast of their child's current grades (through PowerSchool), regents preparation and homework assignments (through Casle Learning), and literacy comprehension (through Achieve3000). The workshop will be available to parents on Thursday February 28, 2013 from 4:00pm to 6:00pm as well as Tuesday April 9, 2013 from 4:00pm to 6:00pm. Parents will be notified about this ongoing opportunity at School Leadership Team meetings, through mailers sent home that are translated to parents' native languages, our school telephone messaging system, and at our Spring Parent Teacher Conference on Thursday March 14, 2012. Jaclyn Baiata (ESL teacher) will lead the workshop on 2/28/13 and Meg Malloy (ESL teacher) will lead the workshop on 4/9/13.

### Part E: Budget

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		