



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: METROPOLITAN SOUNDVIEW HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X521

PRINCIPAL: MICHAEL LANAGHAN

EMAIL: MLANAGHAN@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
Michael Lanaghan	*Principal or Designee	
Silvia Patalano	*UFT Chapter Leader or Designee	
Marie Vasquez	*PA/PTA President or Designated Co-President	
Lydia Villanueva	DC 37 Representative, if applicable	
Analysa Farinola Crystal Jovine	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Justine Scutaro	Teacher	
Greg Fuchek	Teacher	
Edna Hance	Parent	
Magda Sanchez	Parent	
Angel Rivera	Parent	

** 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

By the end of the 2012-2013 school year, we will develop and implement an action plan to *improve teacher coaching, support, and feedback as measurable by records of the action plan document and records of formal and informal observation reports.*

Comprehensive needs assessment

As a new school it is important to develop a consistent method of coaching, support and feedback to continually develop and improve teacher pedagogy. The development of an action plan will increase the support and growth of teachers.

Instructional strategies/activities

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

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

A timeline for implementation will be developed early in the year (September) and there will be a mid-year benchmark conference with the teacher and the plan will conclude on June of 2013.

Strategies to increase parental involvement

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

Budget and resources alignment

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013 the school will incorporate the Common Core Learning Standards (CCLS) into curriculum for all core subjects and begin the work of aligning curriculum maps to CCLS as measurable by the curriculum maps, professional development records, teacher lesson plans and records of formal and informal observation reports.

Comprehensive needs assessment

As a result of New York State deciding to align its standards to Common Core Learning Standards (CCLS), it became imperative and beneficial to all students to set the goal of aligning teaching and curricula.

Instructional strategies/activities

Teachers, while working within their content-area departments, administration, consultants and support from CFN 107, will begin to align curricula based on the needs of students they teach. Evidence will include monitoring the progress in the re-alignment of the written curriculum map through weekly meetings with department chairs, observation of classroom instruction and review of samples of student work

- a) Administration will work with department chairs, who in turn will work with the teachers within each department. Professional development will be provided by AUSSIE consultants and the CFN 107 PODS team.
- b) Teachers will be directly involved in making instructional decisions to ensure that teaching and curriculum meet the needs of their students while also meeting CCLS.
- c) Time-line for implementation: Work will be done throughout the year and progress will be measured in June of 2013.
- d) Administration will set the expectation that evidence of the use of CCLS be observable in classroom instruction and in the curriculum map

Strategies to increase parental involvement

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

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

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June of 2013 our school plans to improve overall student attendance *to at least 85% as measured by the PAR report and the 2012-2013 School Progress Report.*

Comprehensive needs assessment

As a new school, we determined that maintaining a high percentage of student attendance is an integral part of student and school success.

Instructional strategies/activities

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

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Analysis of student lateness and absences
- Use of attendance teachers
- Attendance team
- Attendance meetings

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, we plan to provide access to data and teacher use of data to inform our instructional agenda. We plan to promote conversation around data amongst staff, to create processes and systems to collect and manage data and to use data to better inform scheduling and instruction.

Comprehensive needs assessment

Data should always drive instruction. We have purchased an online grading system, Skedula, that provides data analysis for teachers to use to improve instruction.

Instructional strategies/activities

- a) The school will invest in programs to assist in gathering and using data for instruction (Skedula, ARIS). Data will be used to plan and make decisions about the allocation of resources in a department. Professional development will be funded to help staff gain confidence in the use of data systems.
- b) School policy will set an expectation for teacher use of data.
Every content area teacher will be expected to use Skedula to record and analyze some formative assessments. Every member of instructional staff will learn to use SESIS to access special education data. Steps will be taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- c) Timeline for implementation: Academic school year ending in June 2013. Evidence will include: The existence of accessible instructional data in Skedula, teachers and Department chairs will articulate their use of data to modify instructional plans and set benchmarks. There will be samples of student work.

Strategies to increase parental involvement

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

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

- Skedula trainings
- ARIS trainings
- Inquiry/data team meetings

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 9th and 10th grade- during the school day, Mandated Academic Recovery on Friday, ESL support services	Small group, tutoring, Advisory, Peer to peer tutoring	During the school day and after-school, after-school tutoring
Mathematics	Double periods of Math in 9th and 10th grade- during the school day, Mandated Academic Recovery on Friday, ESL support services	Small group, tutoring, Advisory, Peer to peer tutoring	During the school day and after-school
Science	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school. Mandated Academic Recovery on Friday	Small group, tutoring, Advisory, Peer to peer tutoring	During the school day and after-school
Social Studies	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-	Small group, tutoring, Advisory, Peer to peer tutoring	During the school day and after-school

	school. Mandated Academic Recovery on Friday		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One on one, small group	During the 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.

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

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Rello-Anselmi	District 12	Borough Bronx	School Number 521
School Name The Metropolitan Soundview High School			

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

Principal Michael Lanaghan	Assistant Principal Emarilix Lopez
Coach	Coach
ESL Teacher Lauren Ortiz	Guidance Counselor Helena Perez
Teacher/Subject Area Silvia Patalano/History	Parent
Teacher/Subject Area Gregory FucHECK/Math	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	93	Total Number of ELLs	15	ELLs as share of total student population (%)	16.13%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Parents of students enrolling into the NYC school system for the first time 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. If it is determined that a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R) exam within 10 days of enrolling in school. The ESL Department is comprised of one teacher, NYS ESL certified teacher Lauren Ortiz and Interim Acting Assitant Principal/NYS ESL certified, Emarilix Lopez-Tua. They share the responsibility of administering the HLIS, LAB-R and conduct an informal interview with the family of newly enrolled students to ensure that placement in the proper language program takes place. The ESL Coordinator administers the HLIS in the preffered language of parents. The LAB-R and LAB are administered by the ESL teacher. Everyone in the ESL department is English/Spanish bilingual. In the spring spring the NSESLAT will be administered as per the state requirement, within the testing window. In order to determine eligibility, the following ATS reprots are utilized: RLER and RLAT. Exams will be kept in a secure location. To ensure that students take all four components of the NYSELSAT, a schedule is created that allows time for make-ups in any particular component where a student may have been absent. Parents are notified of the exam and when students are absent their home is called to verify that their child will make it school to take the exam. All steps are taken to ensure all ELLs take every part of the exam. The ESL department/LAP Team disaggregates the NYSESLAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.
- 2 - 3. Students found to be limited English Proficient are eligible for bilingual instructional program, dual language or an English as a second language (ESL) program. Parents of eligible children have the right to choose the program their child will participate in. Parents of students found to be limited English proficient attend an orientation session where the different second language programs offered in NYCDOE are explained. The ESL teacher conducts the parent Orientation. Program selection letters are distributed at the orientation and mailed to the homes of eligible students. In October entitlement and continued entitlement letters are mailed to parents. 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 for a one-to-one conference to discuss any concerns they may have. Parents opting for an ESL program, their child will be placed into our ESL program. If a parent chooses

a

TBE or Dual Language program, the ESL coordinator will assist parents in finding and selecting a school that offers the program model selected. If a TBE/DL program becomes available, parents who have previously requested such program will be notified of the availability and will be provided assistance in enrolling their child at their request.

4 - 6. The program model at The Metropolitan Soundview High School is aligned with parent request. In reviewing the Parent Survey and

Program Selection forms for the past two years, the trend at our school is for Freestanding English as a Second Language. 100% of our parents have chosen this program model. Parents of language learners are able to witness growth in the acquisition of English as a second language through working alongside native speakers in a classroom environment. Following the parent orientation, placement letters are sent home specifying the program model their child has been placed in. Continued entitlement letters are sent home for students entitled to ESL services. A copy of the entitlement letter is kept in the student's record folder, located in our main office.

6. In the spring the NSESLAT will be administered as per the state requirement, within the testing window. Exams will be kept in a

secure location. All steps are taken to ensure all ELLs take every part of the exam. The ESL department/LAP Team disaggregates the NYSESLAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized

in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	4
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									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	6	1	2	2	3	1			2	8
Total	6	1	2	2	3	1	0	0	2	8

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14				14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	15	0	0	0	15								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English).

A. Limited English Proficient (LEP) students receive ESL support services via the push-in/pull-out and co-teaching models. Services via the push-in model are provided by an ESL teacher who travels to classrooms with a concentration of ELLs and assists the students in the target language and content teachers in adapting lessons to meet the needs of the English Language Learners. This cumulative effort allows us to reap the benefit of peer support in every classroom. Instruction is lead by a licensed ESL and content-area pedagogue.

B. Our students travel together as a group and they are heterogenously grouped.

Our ELLs practice speaking, listening, reading, writing and revising their work alongside English proficient students. Classes are

A. Programming and Scheduling Information

heterogeneously grouped. 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.

- 2-3. English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English). Content area teachers 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, workshop model and inquiry based learning during instruction, which emphasize modeling and guided practice. English language learners are provided with tiered materials in literacy classes and in the native language for contents such as mathematics and history when available and according to their individual needs.

LEP/ELL students receive the required units of ESL/ELA instruction. LEP students at the beginning level of English language proficiency receive 540 minutes of ESL/ELA per week. Students at the intermediate level of English proficiency receive 360 minutes of ESL/ELA per week. At the advanced level of proficiency, students receive 180 minutes of ESL and 180 minutes of ELA per week. The organization of staff ensures that the mandated number of instructional minutes is provided to students through scheduling ESL certified teachers to co-teach ELA/ESL and global history, push-in to Algebra and Science.

4. Teachers of ELLs are required to provide students with translated versions of classroom exams when regent questions are utilized. glossaries are available in the native language for student use. Students are also able to respond in their native language if they are unable to write in the target language. Content teachers work with the ESL teacher in grading student work. During Regent examinations, students have the opportunity to take the exam in their native language.

5. (A - B) Our SIFE students and Newcomers receive a daily 90-minute block of English language instruction and mathematics. Materials

are tiered for these students. Translated editions of textbooks are provided. Activities are differentiated according to language proficiency. Instruction is scaffolded. Students receive ESL assistance in Science and Global history via the push-in model. SIFE students are placed in an ESL/resource advisory. Two days a week students receive ESL instruction that focuses on phonemic awareness, reading fluency and writing. After school tutoring is available. Grade level teachers meet weekly to discuss student academic progress and create individualized intervention(s) as needed.

(C-D) Long-Term ELLs and ELLs receiving services for 4-6 years receive a 90-minute literacy and mathematics block. Materials are tiered for these students. Students receive additional ESL assistance in Global history class via the push-in model. Instruction is scaffolded with built in support to promote academic writing throughout the content areas. There is a strong use of graphic organizers to aid students in structuring their writing. After school tutoring is available. Grade level teachers meet weekly to discuss student academic progress and create individualized intervention(s) as needed.

(E) Students identified as having special needs are serviced according to the specifications on their Individualized Education Plan (IEP). These students are placed in least restrictive environments and participate in co-taught classes. Instruction is scaffolded with built in support to promote literacy. There is a strong emphasis on modeling and use of graphic organizers. After school tutoring is available. The ESL and Special Education teacher confer on a weekly basis to discuss student progress and create individualized goals for the students.

Instruction is presented in multiple forms; visual aids are utilized to make content comprehensible and accessible. There is a strong focus on literacy across the curriculum. Students are expected to produce a minimum of three essays in every content area.

6. To accelerate the second language development of our ELL-SWD students teachers meet on a weekly basis to discuss student progress. Student work is utilized to strategically plan lessons that will be academically accessible to this group of students. The instructional strategies implemented center around jigsaw, team learning, transferance, word recognition, reading comprehension and fluency. Instruction is scaffolded, there is a strong use of graphic organizers so that students can can organize their writing and are able to work

A. Programming and Scheduling Information

more independently. Reading materials are tiered as needed in ELA classes. Supplemental materials are available and utilized as needed.

7. ELL-SWD students are placed in the least restrictive environment according to their IEP. All of our students are in classes that are co-taught with a content area teacher and special education teacher or ESL teacher. Students are scheduled according to their academic needs. An example of our scheduling flexibility would be Co-taught ESL/ELA, CTT Math (Gen. Ed/Sp. Ed.), Global history with ESL push-in and mainstreamed living environment. This flexibility enables students to receive support in the classroom and challenge students in content area that he/she excel in. Teachers meet on a weekly basis during common planning time to discuss and monitor student progress.

Courses Taught in Languages Other than English

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

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

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

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

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

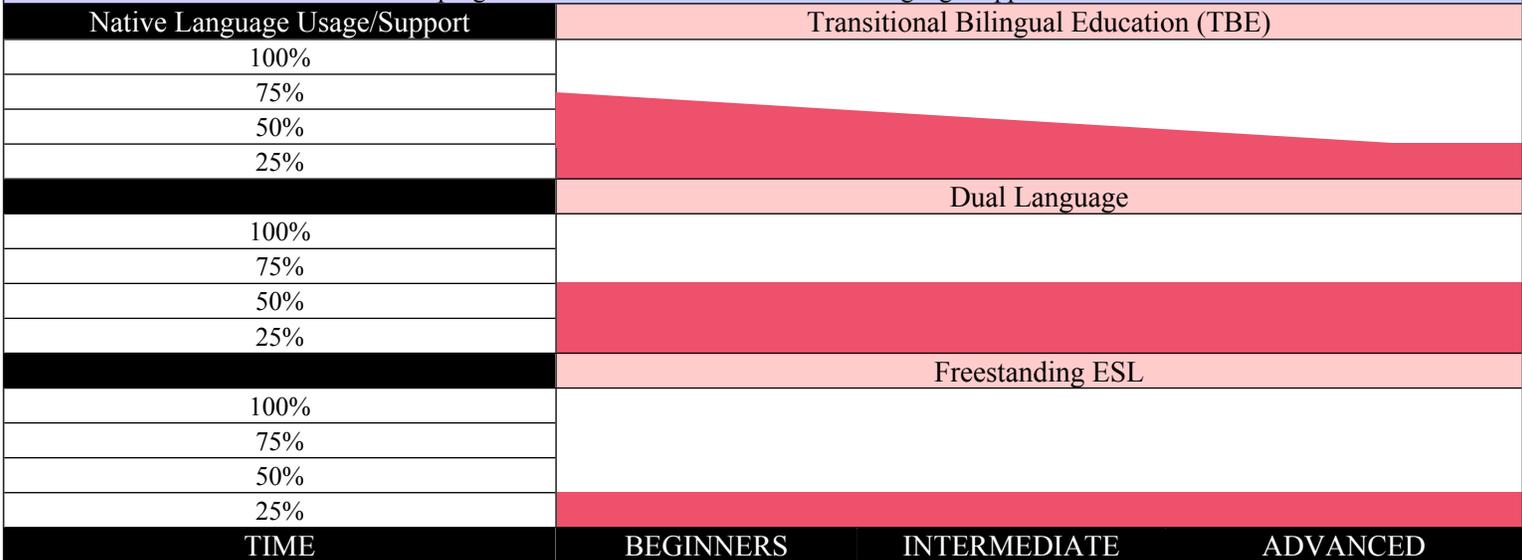
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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.



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?
8. The intervention programs for SIFE and Long Term ELLs include: co-teaching classes, ESL resource room advisory, 90-minute daily literacy and mathematics co-taught classes and after school tutoring services. All content classes are taught in the target language however, materials in the native language are provided as needed. An ESL teacher services SIFE and Long Term ELLs in science and social studies via the push-in model. There is a strong use of graphic organizers and content-specific vocabulary is emphasized throughout all content areas. Teachers scaffold instruction for students and present it in multiple forms.
9. 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. They are placed in classes that are co-taught or serviced via push-in. These students receive state mandated testing accommodations.
10. The Metropolitan Soundview High School is in its first year.
11. The Metropolitan Soundview High School is in its first year.
12. ELLs are afforded equal access to all school programs. The curricular program students participate in are: 90-minute literacy and mathematics block, collaborative team teaching, and advisory program. The extracurricular program students participate in are: after-school program, student clubs, sports teams (basketball, softball, baseball, soccer, track) and dance team.
13. The instructional materials used by our ELL population are as follows:
- English/Reading Comprehension: leveled novels of various genres, Teacher created units of study
 - Mathematics: AGS - Pre-Algebra and Pearson - Integrated Algebra Program, glossary of terms
 - Science: Glencoe - The Living Environment, Teacher created units of study, glossary of terms
 - History: Glencoe - World History, Teacher created units of study, glossary of terms
 - Dictionaries in Spanish and English
 - Every classroom has access to ipads, computers and a Promethean Activ Board.
- 14-15. Native language support is provided for ELLs in the classroom. When necessary interpretation services are available. ELLs are able to rely on other students as native language support. Our ESL teachers are fluent in English/Spanish bilingual. During state assessments, students receive materials in the native and target language. Our LEP students are aware that they are entitled to materials in their native language. All required services and supports correspond to ELL ages and levels.

16. In August, all newly enrolled students, including ELLs, at The Metropolitan Soundview High School must attend an 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.

17. Language electives are currently not offered as The Metropolitan Soundview High School is in its first year.

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.

1. All pedagogues at Metropolitan Soundview High School are certified in their content area of specialty. One staff member is certified in English as a Second Language. Teachers in the ESL department will participate in QTELL and other workshops offered through the NYC Department of Education, Office of English Language Learners during the 2011-2012 school year. Our teachers will also participate in ESL workshops provided by the Children First Network 107. In addition, the ESL teacher, the guidance counselor and secretary receive training in house provided by our Children First Network. The Assistant Principal will receive training on preparing the LAP and best practices for English language learners offered through the NYC Department of Education and Office of English Language Learners.

In 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, inter-visitations and work with AUSSIE consultants.

The following is a description of some topics to be discussed and implemented

- a. Common Core: Instructional shifts in common core literacy and mathematics standards.
- b. 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.
- c. Collins Writing: A research based writing strategy that requires students to peer edit and self-edit. It enables teachers to evaluate students on Focal Content Areas (FCA). The strategy is enforced across the content areas.

2. The support provided to staff as they transition ELLs from middle to high school include professional development in differentiation and working with a co-teacher and/or push in teacher. Staff also has common planning time which is to be used to meet and discuss the progress of ELLs on a weekly basis as a grade level team and within specific academic departments.

3. The school encourages inter-visitation among pedagogues during professional periods to learn different techniques and strategies in the delivery of instruction. The ESL coordinator will provide training for new staff on differentiating instruction for the ELL subgroups, to comply for the Jose P. requirement of 7.5 hours. A calendar of professional development dates for the 2011-2012 school year is described below:

September: Modifications for ELLs

October: Note-taking strategies

November: Differentiation Strategies

January: Using student work to guide improvement

February: Differentiaion Strategies

March: Developing performance tasks w/ the ELL in mind

June: Sharing of Best Practices

E. Parental Involvement

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

1. 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. This joint effort requires extensive outreach and an ongoing mechanism through which parent-school communication can happen. At our school, that means an active Community Associate who encourages increased ELL parental 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. Parents are notified of the translation services available to them. All notifications sent to parents/guardians are written in the main home languages spoken at our school. During meetings translation/interpretation services are available and utilized if needed. We have several staff members who are able to speak the language spoken in some of the homes of our students.

2. The Metropolitan Soundview High School is currently in its first year and is working towards establishing partnerships with community based organizations.

3-4. We ensure that the needs of parents are met by allowing them to voice their needs and concerns through the Parent-Teacher association and School leadership team. Parents are encouraged to become involved in our school community. Every academic and non-academic initiative is presented to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	3	9			12
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	4		7		1				12
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	4		2	1	2				9
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

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. Student 8th grade reading and math levels are used to determine placement in ELA and mathematics classes, select appropriate materials and design curriculum so that we are able to meet the needs of our students. In September all of our students received a preliminary mathematics test to determine readiness for Algebra. Students are either placed in a two-semester or four-semester Algebra track. Writing samples were collected from students to determine ability and advise student grouping.

2. After reviewing the assessment taken by the ELL population, it was evident that most students are in the intermediate level of proficiency. This group of students receive instruction according to the CR-Part 154 guidelines. We will monitor the proficiency levels

of our students as we progress into our second year of school.

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 appropriate methodologies are utilized by educators who serve our ELLs:

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

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

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

We will continue our 90-minute literacy block and create a co-teaching ESL/ELA and global class for ELLs.

Improving the outcome of assessments in our ELL population will only occur through joint effort and continual collaboration.

3. The patterns across NYSESLAT modalities have resulted in the implementation of a co-teaching ELA/ESL class for 9th grade students which meets daily for 90 minutes. Our ELLs are in an advisory program, where they meet five times a week. The advisory teacher of this class is the ESL teacher. Part of this period is utilized to work one on one with our ELLs and provide them academic assistance in a resource room environment.

4. Academic language is planned and implemented after careful review of data gathered from 8th grade ELA and NYSESLAT levels. The

Metropolitan Soundview High School is currently in its first year and has not implemented periodic assessments.

5. We do not have a dual language program.

6. The Metropolitan Soundview High School will evaluate the success of their program for ELLs in the following ways: credit accumulation,

progress on NYSESLAT scores, writing increased fluency in speech and increased risk taking in the classroom.

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 Soundview HS

School DBN: 12x521

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Lanaghan	Principal		12/19/11
Emarilix Lopez	Assistant Principal		12/19/11
	Parent Coordinator		1/1/01
Lauren Ortiz	ESL Teacher		12/19/11
	Parent		1/1/01
Gregory Fuchek/Math	Teacher/Subject Area		12/19/11
Silvia Patalano/Social Studies	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Helena Perez	Guidance Counselor		12/19/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X521 **School Name:** Metropolitan Soundview High School

Cluster: 1 **Network:** 107

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

Part A: Needs Assessment Findings

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

By running the RHLA and the RPOB reports from ATS and meeting our parents at an open house, curriculum night and parent-teacher conferences we have an accurate record of parents addresses and their home language. This data is maintained in ATS and on the student emergency card.

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.

According to the RHLA and RPOB 53% of our parents speak English, 44% speak Spanish, 2% speak Hausa and 1% speak Arabic. We reached out to the parents that spoke Hausa and Arabic and found that they were comfortable receiving materials in English. Since a majority of our Spanish speaking parents requested written translations, we provide all materials in Spanish also. The findings were reported to the school community at our Open House/Curriculum Night and through our Parents Association.

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 communications between the school and parents will be sent in English and Spanish. Translation services are provided in-house by school staff. When necessary we use the special budget line to use the translation services provided by the DOE. Communications are written in English and given to the staff with the appropriate amount of time to be translated before they need to be disseminated.

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

Oral interpretation services are provided in-house by school staff whether it's parent-teacher conferences, an open house, curriculum night or a meeting with the school.

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>.

We provide the Bill of Parent Rights and Responsibilities to all parents in their language. Our office has a clear sign indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The procedures include having two Spanish speaking people in the office at all time including the main office secretary who answers all phone calls and the Assistant Principal.