Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: **METROPOLITAN DIPLOMA PLUS HIGH SCHOOL**

DBN (*i.e. 01M001*): **23K647**

Principal: **MERI YALLOWITZ**

Principal Email: **MYALLOWITZ@SCHOOLS.NYC.GOV**

Superintendent: **TAMIKA MATHESON**

Network Leader: **KATHY PELLES**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Meri Yallowitz	*Principal or Designee	
Tashena Heath	*UFT Chapter Leader or Designee	
Merlene Anderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Javon Castillo Ezra Anderson	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Michelle Venditti	Member/ Teacher	
Nicole Panellino	Member/ Teacher	
Judith Caputo	Member/ Assistant Principal	
Mary McRae	Member/ Parent	
Tessa Klass	Member/ Parent	
Charlene Hinkson	Member/ Parent	
Marian Villaruel	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

- **By June 2014, the percentage of students scoring 65 or better on the ELA Regents will increase 5 % as a result of ELA teachers designing performance based tasks and supporting curriculum units aligned with the CCSS.**

Comprehensive Needs Assessment

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

The item analysis of student data from 2012-2013 ELA regents exam demonstrates deficits in Questions 26, 27, and 28. In order to prepare students for college and career readiness thresholds, we will target skills aligned with CCSS W1 and R1.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All ELA teachers will design performance based tasks aligned to the expectations of the critical lens essay.
2. All ELA teachers will provide actionable feedback to students using the scoring benchmark from the regents.
3. All ELA teachers will differentiate their lessons to meet the needs of all students by providing scaffolded activities (graphic organizers, etc.) when necessary and incorporate opportunities for whole class instruction, small group instruction, or independent work by noticing patterns/trends in student work.
4. All ELA teachers will discuss and select meaningful works of literature that will engage students, and, therefore, increase their mastery of ELA.
5. All ELA teachers will support students in developing the skill of using evidence to support arguments in discussion which will transfer to stronger writing in all content areas and develop the communication skills that support college and career readiness and access external resources from EngageNY and Common Core Library.

B. Key personnel and other resources used to implement each strategy/activity

1. ELA teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on design of performance based tasks
2. ELA teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on feedback to students of performance based tasks
3. ELA teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on design of performance based tasks to include scaffolded activities and opportunities for whole class instruction, small group instruction, or independent work by noticing patterns/trends in student work
4. ELA teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will discuss and select meaningful works of literature that will engage students, and, therefore, increase their mastery of ELA
5. ELA teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will support students in developing the skill of using evidence to support arguments in discussion which will transfer to stronger writing in all content areas and develop the communication skills that support college and career readiness and access to external resources including EngageNY and Common Core Library.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, 100% ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the design of performance based tasks
2. By the end of the 2013-2014 school year, 100% ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the actionable feedback
3. By the end of the 2013-2014 school year, 100% ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of scaffolded activities and other forms of differentiation.
4. By the end of the 2013-2014 school year, 100% ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of selected pieces of text
5. By the end of the 2013-2014 school year, 100% ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of external resources.

D. Timeline for implementation and completion including start and end dates

1. ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the design of performance based

tasks
2. ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the actionable feedback
3. ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of scaffolded activities and other forms of differentiation.
4. ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of selected pieces of text
5. ELA teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of external resources

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
2. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
3. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
4. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
5. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team meets monthly to discuss important school decisions, which are, in turn, shared with parents, teachers, and Parent Coordinator at regularly scheduled PTA meetings. The meetings allow information to be shared and questions to be asked and answered. Specifically, for this goal, parents/guardians are informed of ELA curriculum and Common Core tasks. The guidance counselor schedules appointments with parents to support the college application process and informs of the college readiness skills provided by the ELA department. Two full time Community Based Organizations (NYC Mission Society (LTW) & Urban Arts Partnership (AIDP Grant)) provide parents with opportunities to participate in school trips and activities. Parents attending meetings at the school are provided with a 2 fare Metrocard

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

- **By June 2014, the percentage of students scoring 65 or better on the U.S. History Regents will increase 5% as a result of history teachers designing performance based tasks and supporting curriculum units aligned with the CCSS.**

Comprehensive Needs Assessment

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

The item analysis of student data from 2012-2013 US History regents exam demonstrates deficits in Thematic and DBQ essays. In order to prepare students for college and career readiness thresholds, we will target skills aligned with CCSS W1 and R1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.All SS teachers will design performance based tasks aligned to the expectations of the critical lens essay.
2.All SS teachers will provide actionable feedback to students using the scoring benchmark from the regents.
3.All SS teachers will differentiate their lessons to meet the needs of all students by providing scaffolded activities (graphic organizers, etc.) when necessary and incorporate opportunities for whole class instruction, small group instruction, or independent work by noticing patterns/trends in student work.
4.All SS teachers will discuss and select meaningful text including primary source documents that will engage students, and, therefore, increase their mastery of history.
5.All SS teachers will support students in developing the skill of using evidence to support arguments in discussion which will transfer to stronger writing in all content areas and develop the communication skills that support college and career readiness and access external resources from EngageNY and Common Core Library

2. Key personnel and other resources used to implement each strategy/activity

1. SS teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on design of performance based tasks
2. SS teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on feedback to students of performance based tasks
3. SS teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will collaborate on design of performance based tasks to include scaffolded activities and opportunities for whole class instruction, small group instruction, or independent work by noticing patterns/trends in student work
4. SS teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will discuss and select meaningful text including primary source documents that will engage students, and, therefore, increase their mastery of history
5. SS teachers, Instructional coach, and External Coaches from Transfer School Common Core Institute (ReDesign, LLC & Eskolta, LLC) will support students in developing the skill of using evidence to support arguments in discussion which will transfer to stronger writing in all content areas and develop the communication skills that support college and career readiness and access to external resources including EngageNY and Common Core Library.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, 100% SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the design of performance based tasks
2. By the end of the 2013-2014 school year, 100% SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the actionable feedback
3. By the end of the 2013-2014 school year, 100% SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of scaffolded activities and other forms of differentiation.
4. By the end of the 2013-2014 school year, 100% SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of selected pieces of text
5. By the end of the 2013-2014 school year, 100% SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of external resources.

4. Timeline for implementation and completion including start and end dates

1.SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the design of performance based tasks

2.SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of the actionable feedback

3.SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of scaffolded activities and other forms of differentiation.

4.SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of selected pieces of text
5.SS teachers will meet daily by department during Common Planning Time to evaluate the progress, effectiveness and impact of external resources

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
2. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI*

(Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)

3. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
4. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*
5. Daily Common Planning Time in Master Schedule. Subsidized grant for Transfer School Common Core Institiute. *Grant received to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC)*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team meets monthly to discuss important school decisions, which are, in turn, shared with parents, teachers, and Parent Coordinator at regularly scheduled PTA meetings. The meetings allow information to be shared and questions to be asked and answered. Specifically, for this goal, parents/guardians are informed of Social Studies curriculum and Common Core tasks. The guidance counselor schedules appointments with parents to support the college application process and informs of the college readiness skills provided by the Social Studies department. Two full time Community Based Organizations (NYC Mission Society (LTW) & Urban Arts Partnership (AIDP Grant)) provide parents with opportunities to participate in school trips and activities. Parents attending meetings at the school are provided with a 2 fare Metrocard.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

- **By August 2014, the average rate of credit accumulation will improve by 1.00 credit for the specific cohort of students who started with 0-11 credits.**

Comprehensive Needs Assessment

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

Based on student credit accumulation data from the 2012-2013 and current research from ESKOLTA (TSCCI), students enter transfer schools with 0-11 credits are most likely to drop out of high school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Progress reports are sent to parents every three weeks with an accompanying letter to indicate passing and/or failing grades.
2. The guidance counselor schedules parent meetings with students who are in jeopardy of not passing classes, and in turn, not earning substantial credits
3. Teachers are available during specific times that are allocated for students to make up missing assignments. This takes place during the mornings and afternoons outside of the regularly scheduled school hours. These times are called (Power Hour AM & PM, respectively) at our school.
4. Prior to Regents Examination periods, Saturday instruction is mandatory for all students scheduled for an exam
5. Students are supported by two full time CBOs (NYC Mission Society (LTW) & Urban Arts Partnership (AIDP grant)) in order to address their social emotional issues inside or outside of school that may impact their credit accumulation.

2. Key personnel and other resources used to implement each strategy/activity

1. Teachers input grades into Skedula every 3 weeks and guidance counselor sends progress reports via mail every 3 weeks.
2. Guidance Counselor and Parent Coordinator
3. Teachers and Guidance counselor schedule meetings with student during morning and afternoon power hour
4. Teachers and per session
5. Collaboration and communication between Community Based Organizations (NYC Mission Society and Urban Arts Partnership) and guidance counselor

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Every 3 weeks, administrative team assesses the impact of progress report distribution on student credit accumulation.
2. Every 3 weeks, administrative team assesses the impact of parent meetings with guidance counselor on credit accumulation.
3. Every 3 weeks, administrative team assesses the impact of power hour on credit accumulation.
4. Every 3 weeks, administrative team assesses the impact of Saturday instruction on credit accumulation.
5. Every 3 weeks, administrative team assesses the impact of intervention by school support staff on student credit accumulation.

4. Timeline for implementation and completion including start and end dates

1. Administrative team will assess the impact of progress report distribution on student credit accumulation- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20.
2. Administrative team will assess the impact of parent meetings with guidance counselor on credit accumulation- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20.
3. Administrative team will assess the impact of power hour on credit accumulation.- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20
4. Administrative team will assess the impact of Saturday instruction on credit accumulation - Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20
5. Administrative team will assess the impact of intervention by school support staff on student credit accumulation- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers use preparation period built into Master Schedule. No cost associated with this activity.
2. Guidance counselor schedules parent meetings during the work day. Per session is used for after school meetings.
3. Power Hour is built into Master Schedule before and after school. No cost associated.
4. Teachers deliver small group instruction. Use per session funds.
5. NYC Mission Society uses Learn To Work grant from NYCDOE, and Urban Arts Partnership uses AIDP grant and 21st Century Grant to deliver services during the school day and before and after school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- For this goal, parents are made aware of their child's "My Metro Plan" upon intake
- Parents are informed by phone and mail regarding student progress academically
- Parents, whose child displays a pattern of behavior concerns, must meet with the Dean, teacher, guidance counselor, and CBO staff
- Academic progress may be impacted by attendance, thus attendance is closely monitored and parents are informed daily of absences, lateness, and cutting
- Parents may be contacted by either the administration, parent coordinator, guidance counselor, teacher, dean, and/or CBO staff regarding attendance, behavior, or academic progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

- **By June 2014, the average change in individual student attendance will improve by 5% as compared to 2012-2013.**

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on student attendance data from the 2012-2013 students with a negative change in attendance are not on track to graduate from high school, ready for college, careers, and other meaningful postsecondary opportunities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
6. Strategies/activities that encompass the needs of identified subgroups
1. Staff makes regular/daily phone calls to parent/guardians for late and absent students. Parents who cannot be reached by phone will receive letters by regular mail and certified mail. Parents/students who cannot be reached by phone or mail will receive a home visit. 2. Staff is able to meet with the students and the parent/guardian in order to make plans for next steps that will support the student in meeting the challenges that prevent him/her from attending school regularly. 3. Incentives are available to students who show improvement in their attendance as compared to the previous school year or the current school year.
7. Key personnel and other resources used to implement each strategy/activity
1. CFN Attendance Officer, DOE staff (guidance counselor and parent coordinator) and CBO staff (NYC Mission Society & Urban Arts Partnership) will make phone calls, send attendance letters, and conduct home visits. 2. CFN Attendance Officer, DOE staff (guidance counselor and parent coordinator) and CBO staff (NYC Mission Society & Urban Arts Partnership) will meet with students and parents to create action plan to improve attendance. 3. CBO staff will reward and celebrate student successes / improvements in time and attendance using incentives. Data Specialist will create and maintain Excel document that provides information comparing previous school year's attendance to current year to identify students who receive incentives.
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Every 3 weeks, administrative team assesses the impact of daily phone calls, attendance letters being sent to parents, and home visits on individual student attendance. 2. Every 3 weeks, administrative team assesses the impact of parent meetings with support staff on individual student attendance 3. Every 3 weeks, administrative team assesses the impact of incentive distribution on individual student attendance.
9. Timeline for implementation and completion including start and end dates
1. Administrative team will assess the impact of different forms of attendance outreach on individual student attendance- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20. 2. Administrative team will assess the impact of parent meetings with support staff on individual student attendance- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20. 3. Administrative team will assess the impact of incentive distribution on individual student attendance.- Oct. 4, 25, Nov. 15, Jan. 3, 31, Feb. 28, March 21, April 11, May 9, 30, June 20
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6. Attendance outreach is performed during the school day. Per session funds are used for DOE staff who make home visits before or after school and Saturdays. School funds (Tax Levy) are used for postage. 7. Parent meeting occur during the school day. Per session is used for DOE meetings with parents before or after school. 8. CBOs use their budgets to purchase student incentives including the Learn to Work grant, AIDP grant , and 21st .

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• For this goal, parents are made aware of their child's attendance (past, current, and +/- change) • Parents may be contacted by either the administration, parent coordinator, guidance counselor, teacher, dean, and/or CBO staff regarding attendance • Parents are first informed by phone regarding their child's daily attendance (latenesses and cutting) • If attempts cannot be made by phone, parents are contacted by mail or home visit • Attendance can be impacted by various external factors; therefore, the guidance counselor, teachers, parent coordinator, and CBO staff work together to identify potential reasons for a negative change in attendance • Staff must evaluate social emotional factors that may impact attendance and make attempts to support the student and their family • Parents are invited to school wide celebrations where students are recognized for excellent attendance

- Parents are invited to workshops and trips provided by the CBO in order to support the family

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
6. Strategies/activities that encompass the needs of identified subgroups
1.
7. Key personnel and other resources used to implement each strategy/activity
1.
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
9. Timeline for implementation and completion including start and end dates
1.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	ELA teachers use technology and theater as a catalyst to improve reading comprehension and writing skills.	Small Group Instruction	During the school day
Mathematics	Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents approach, teachers focus on regent's type skill questions and strategies to decrease test anxiety.	Small Group Instruction	During the school day
Science	Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation.	Small Group Instruction	During the school day
Social Studies	Social Studies teachers use current events to connect history with the present. They use the Smart Board and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions.	Small Group Instruction	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	The Guidance Counselor provides services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.)	Small group counseling	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

7. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New teachers are recruited at city-wide and network hiring fairs. Current teachers at our school attend these hiring fairs and meet with potential candidates. Potential teachers are invited to our school to learn more about the position and the needs of our students. There are other instances where teachers may be recruited through collegial networking and on-line personnel services through the DOE. The human resources liaison within our CFN also reaches out to potential candidates and shares information. From day one, our teachers are supported with extensive professional development facilitated internally by a full-time instructional coach and externally by experts in our network. Our current teachers are always able to provide a strong foundation of support to new staff.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff attends professional development workshops to meet their needs and support them in reaching their goals. Teachers attend professional development facilitated by our CFN at the school level and by attending other schools in the network for lab-site visits and/or instructional rounds. Our network also facilitates professional development during Spring recess, where teachers evaluate curriculum maps, unit plans, and lesson plans to ensure they are aligned to the CCSS. We are fortunate to be able to participate in another professional development opportunity through a grant subsidized through the Office of Post-Secondary Readiness. This work is facilitated by two vendors, Eskolta and ReDesign. Coaching visits take place with teachers individually and in small groups to support curriculum, lesson planning, and instruction. In addition, teachers meeting weekly in a Professional Learning Community and daily, by department, in Common Planning Time. Whole school professional development twice a month after school. The professional development calendar outlines the details of our school's PD plan over the course of the school year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, CFE Funds, and ARRA RTTT Funds and human resources to implement this action plan from Sept. 2013 to June 2014 as indicated: Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs. Teachers will work per session (2-4 days per week) along with Data Specialist (per-session) for after school programs and differentiated professional development. In addition, our school is in receipt of a grant to participate in the TSCCI (Transfer School Common Core Institute) under the direction of the Office of Post-Secondary Readiness to improve teacher instruction (ReDesign, LLC) and academic behaviors (Eskolta, LLC

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are provided with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Teachers attend these workshops at the school and network level. Teachers learn to create assessments that accurately measure student achievement regularly in

the classroom. Some examples of assessment in the classroom include: observation (low inference notes), performance assessments, exit / entry tickets, or end of unit or weekly benchmarks. Teachers keep daily data grids to monitor learning and make adjustments when necessary. Teachers also determine areas of strength and weakness in students to guide instruction appropriately. In addition, providing students with actionable/meaningful feedback benefits the students' next steps.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school; a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

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

The MDPHS Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In developing the MDPHS Parent Involvement Policy, the MDPHS PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. The MDPHS community will conduct an annual review prior to the end of the school year of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. The parent involvement policy will be distributed to all Title I parents during intake, at the beginning of the school year for returning families, and throughout the year during the admissions process.

To increase and improve parent involvement and school quality, MDPHS will:

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

MDPHS will support parents and families of Title I students by:

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

MDPHS will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent -Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 23	Borough Brooklyn	School Number 647
School Name Metropolitan Diploma Plus High School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Meri Yallowitz	Assistant Principal Judith Caputo
Coach Nicole Panellino	Coach
ESL Teacher TBD	Guidance Counselor Jill Russo
Teacher/Subject Area Michelle Venditti/Data Sp	Parent Merlene Anderson
Teacher/Subject Area Corey Brown/Sp Ed Coord	Parent Coordinator Patricia Clark
Related Service Provider Jill Russo	Other
Network Leader(Only if working with the LAP team) Kathy Pelles	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 currently teaching in the ESL program.	TBD	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	188	Total number of ELLs	3	ELLs as share of total student population (%)	1.60%

Part II: 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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1	1	1		3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	**Newcomers (ELLs receiving service 0-3 years)**	2	**ELL Students with Disabilities**	0
SIFE	1	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2						1	1		3
Total	2	0	0	0	0	0	1	1	0	3
Number of ELLs who have an alternate placement paraprofessional: 0										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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											1	1		**2**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French										1				**1**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**3**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7		1			1
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	1		1						2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1				1				2
NYSAA Bilingual (SWD)									0

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Our school uses Common Core performance based tasks in ELA four times a year to assess early literacy skills. In addition, we use our
   trimester benchmark assessments to gauge student understanding and next steps at the end of each trimester. These assessments are created by our teachers and designed to address specific skill targets in comprehension, analysis, critical thinking and argumentation. Teachers collect data from ATS to gather NYSESLAT scores. Thus far the data suggests that ELLs istening, speaking, reading and writing scores from the NYSESLAT results from the previous year are reflective of their diagnostic scores from the beginning of the school year. The data provides insights into the appropriate levels for instruction as well as strategies to implement with these students to improve in the areas of listening, speaking, reading and writing. Teachers collect quantative data to drive instruction, this data is used by our ELL support team and content-area teachers to differentiate instruction for whole class instruction, small group instuction and one to one support. To further support our ELLs, our school will perform varied assessments periodically to track student progress and to further support early literacy skills. Our lesson planning framework is designed to create a multi-faceted workshop model which incorporates effective ELL strategies to meet the needs of those learners.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The students at Metropolitan transfer from other NYC high schools and therefore we do not administer the LAB-R to our incoming ELL students. We make every attempt to obtain the student's records from his/her original school. The Spring 2013 NYSESLAT stated that we had one student achieved Proficient Level, two students achieved Advanced Levels, and one student achieved Intermediate Level. Significant gains in listening, speaking, and reading modalities were made by 75% of the ELL population, according to the NYSESLAT data from 2012, 50% gains were noted in the speaking and reading modalities. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Different modalities are measured and varied options are available for class assessments and further captured by individual student goal setting. Structured daily lessons, the varied use of collaborative grouping, and appropriate scaffolds greatly impact the direct performance for our ELLs. Strategic student goal setting coupled with instructional scaffolds are aligned with instructional objectives which reveals academic gains for our students.
4. For each program, answer the following:
   a. 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?

A) Overall ELLs are maintaining and sustaining success in their respective English classes. The Spring 2013 NYSESLAT stated that we had one student achieved Proficient Level, two students achieved Advanced Levels, and one student achieved Intermediate Level. Significant gains in listening, speaking, and reading modalities were made by 75% of the ELL population, and according to the NYSESLAT data from 2012, 50% gains were noted in the speaking and reading modalities. Native language translation is typically not used during classroom instruction or for assessments as our students prefer to have instruction and assessments in English. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting. Similarly, their scores in class reflect that on the statewide assessments in ELA and translate to a passing score on the English Regents exams.

B) Both administrators and teachers alike use data to create a strategic course of action for the ELL periodic assessment. Using the inquiry process during common planning time, teachers collaborate with one another and the literacy academic coach to incorporate -a variety of literacy strategies, methods and techniques in classroom instruction. The direct performance and data help us to create a learning plan that is clear and comprehensive for each next step. Course options are discussed collaboratively and all services and proper instructional scaffolds are rolled out. Our Professional Learning Community creates measures for their performance and the outcomes to

create actionable next steps.

C) Our school notes that periodic assessments create a snapshot of individual performance and creates a vision of where each student excels and more importantly each area of concern. The native language for each child is used minimally as a means to absorb material when assimilation is not a viable option. Minimal exposure of the native language is recommended to further aid in a complete immersion to the English Language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Our school uses our professional learning community and a bi-weekly meeting to discuss an effective response to intervention for each student. Our Power Hour is used for individual targeted instruction and serves as our academic intervention services offered both in the morning and afternoon.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   When a student is newly enrolled in our school, the intake team interviews the student about the student's educational history and backgroud, and shares the newly acquired information with teachers and support staff. Teacher's common planning teams meet weekly to review individual student learning plans and consider individual performance on academic benchmarks, Common Core assessments and daily observational anecdotes to create a picture of second language development. Teachers teach in such a way that they are building students' English skills by incorporating many literacy strategies, and using applicable teaching methods and instructional techniques.
7. 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?

   Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   As noted by our academic notable gains, our ELLs received academic success in our targeted intervention programs across all content areas. Teachers collaborate during common planning time to construct and revise instructional plans to provide ELL additional support for Common Core based tasks, Regents preparedness, and other targeted needs during the instructional day.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   When new students are registering (within 10 days of arrival), an appropriate staff member accommodates the parent and notifies the ELL support team (consisting of school leaders, teachers, parent coordinator and guidance counselor). We have support staff that speak Spanish, French, and Haitian-Creole to help with registration. Depending on the language of the parent, a bilingual staff member accommodates the parent by completing the registration process with the family. The initial assessment includes the HLIS, a teacher from the ELL support team, Ms. Heath, asks parents if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the student's cumulative folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview upon completion of the HLIS survey a copy of the form will be kept in the student's file. Metropolitan is a transfer school that accepts students from other NYC high schools, the LAB-R is not applicable for our ELL population of students.
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.
   In the Fall of each year, and dependent on newly enrolled ELL students throughout the school year, parents are informed of the

three program selection options; Transitional Bilingual Education, Dual Language, or Freestanding English as a Second Language. Upon enrollment into our school a meeting is held with the student and family within 30 days of the student's arrival at our school. The teacher, along with a suppor staff translator, will explain the enrollment procedure, followed by a parent survey and a program selection survey. Bilingual support staff are available throughout the entire process to provide families with appropriate translation and interpretation services to parents. Parents have the opportunity to fill-out forms at the meeting, if additional time is needed to make an informed decision parents may complete the forms at a later date. Appointments can be made throughout the school year to discuss the three program selections after completion of the enrollment process.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Our intake team (parent coordinator, teacher, guidance counselor) communicates with all parents ensuring that all documentation is in compliance with DOE and state regulations. At the beginning of the school year, entitlement letters are sent out to ELL parents in their native language notifying them about the parent orientation meetings concerning parent surveys and program selections. At the parent meeting the teacher provides a detailed description of the program selection choices and process. A bilingual translator is present to translate as needed and help with the completion of the program selection form. The surveys are collected at the end of the meeting, and if additional time is needed another meeting will be scheduled so that we may obtain the survey and program selection forms. If the parent does not return the survey and program selection at the follow-up meeting, a meeting will be scheduled for parent-teacher conferences. All documentation is kept in the student's cumulative file which is locked in the main office.
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.
   Upon registration into our school, students are initially screened by the intake team. The teacher will check the student's record to verify whether or not they have taken the NYSESLAT the prior school year. If the student's record indicates the incoming student requires ELL services, the parent is sent a letter of entitlement and invited to attend a meeting with the teacher to discuss the three program choices: TBE, DL and ESL. The ELL support team determines the appropriate level class and notifies the parent of the placement via the placement letter. Upon receipt of the signed letters, copies are these records are maintained in the student's cumulative file. Support staff including the guidance counselor, parent coordinator, and community based organization counselors meet with parents and students to discuss programming options. As per the parent/guardian request, we have teachers and counselors who speak languages other than English willing to translate if needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   Our ELL support team in collaboration with our school's testing coordinator follows the guidelines set forth by NYS testing regulations. Upon investigation into ATS reports, all students who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. The ELL support team informs English language learners about the NYSESLAT a few days before its administration. Parents/guardians are notified of the dates of testing and the purpose of the test. The teacher tells students that the test is designed to show how well they can listen to, read, write, and speak the English language. The teacher makes announcements in such a way as to increase the students' interest in the test and at the same time not cause them to become overly concerned. The teacher explains the general types of questions they should expect to see on the test and the procedures they should follow in recording The NYSESLAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.
6. 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.) 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.
   The trend in program choices that parents have chosen at our school is the Freestanding ESL program. Most parents indicate that they would prefer their child's instruction to be English only. If a parent requests a program that is not available, we support the family in finding a placement for their child at a school with their desired program choice. We do notify parents that if a selection is not made, the default program choice will be made. If not enough families opt for a different program at this school, the student

is supported through the transfer process to another school that does provide the service the parents have requested. It should be noted that when families are provided with the option of moving to another school, parents often keep their student at Metro in our Freestanding ESL program. The parents are told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings, and consider offering their program choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

Direct, explicit ESL instruction is delivered using a flexible combination of push-in, pull-out model. Our school implements the Freestanding ESL program choice. The program models that our students follow are ungraded and heterogenous. Our students are focused on passing classes and preparing for upcoming exams to meet graduation requirements for a high school diploma. Our ELL support team surveys the ELL students to determine what content area they would like their teacher to push-in, in addition to meeting with their teacher during lunch or other scheduled meeting times. Our ELL support team is available to meet with students at other times as per student need or request, assists the student with content review and applicable assignments, and communicates daily with the student's advocate counselors and classroom teachers.

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)?

For the current school year, we have three ELLs enrolled, both at an intermediate and advanced level of proficiency. According to NYS CR Part 154, high school students scoring at an intermediate level are to receive 360 weekly minutes, high school students scoring at an advanced level are to receive 180 minutes per week. Our ELL students receive push-in services in their ELA classes 5 days per week for 54 minutes per day. In addition, teachers are available for academic intervention services four days per week for 37.5 minutes. Our school is faced with a scheduling challenge as we are limited with the time our ELL teacher spends in our school building; we try to create schedules that meet the mandated minutes. Unlike traditional high schools which have two academic terms each year, Metropolitan follows a trimester model to accelerate credit recovery. Student programs alternate three times per school year.

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 foster language development and meet the demands of the Common Core Learning Standards.

All instruction at Metro is provided to our students in English. In our Freestanding ESL push-in classes, teachers scaffold content by using visuals, interactive word walls, and activating prior knowledge. To activate student's prior knowledge the teacher uses visual aids by showing photos, charts, maps, or talking about student's experiences. We use a Balanced Literacy Approach, including shared readings and interactive writing to encourage language development. Lessons are organized and presented in the workshop model, and weekly student conferences are conducted with students to discuss progress. Our student population that we serve have academic skills that fall below grade-level as shown on intake assessments, student transcripts, common core performance assessments, and regents exams. 3Literacy support is provided by all teaching staff across all content areas. Students work on reading and writing skills in all core subject areas using a language-based approach. All staff receive on-going professional development on differentiating instruction and assessment to meet the needs of all students, including ELLs. All teachers participate in personal learning community which is held on a weekly basis for one hour, and professional development during designated DOE professional development days, in conjuntion with our CFN academic support coaches and our in-house academic coach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are provided with glossaries and dictionaries for the content area subjects to support native language evaluations. In addition, exams are offered in the student's native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are assessed in all four modalities of English acquisition in all content area classes through common core aligned assessements. At the beginning of the school year, teachers use a diagnostic assessement to obtain baseline data. Students are informally assessed every Friday and are periodically assessed every three weeks for their benchmark assessments (culminating each unit of study).

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The instructional plan for a SIFE student is to determine the nature and extent of the student's prior knowledge and experiences and to adjust interventions to reflect changing needs at regular intervals by meeting their social, emotional and cultural needs. All staff create a safe learning environment by introducing SIFE students to school structure, appropriate behaviors, important locations in the school, and routines. SIFE students will learn English along with the other ELL students in a pull-out or push-in settings with access to native language texts. Teachers offer academic intervention services for extra support.

b. The instructional plan for ELLs who have been in the U.S. less than three years is to tap into the student's interests and strengths to scaffold new information and differentiate instruction to enrich literacy skills through culturally relevant resources and materials. Newcomers interact with their peers who speak their native language as to lower anxious feelings. Topics are introduced slowly as to not intimidate the student, and slowly introduce more rigorous academic curriculum.

c. The instructional plan for ELLs receiving service 4 to 6 years is to differentiate instruction to meet the diverse needs of ELL students. Various instruction approaches prepares ELLs for ELA testing in not only the NYSESLATs but also the NYSED ELA Regents examination. A continuation of instruction of explicit vocabulary is necessary to build academic literacy skills. The proficiency levels for English, as established by the NYSED, present the stages of growth for the four language arts areas: listening, speaking, reading, and writing.

d. The instructional plan for long-term ELLs is to continue the social and emotional support in the language acquisition process. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.

e. The instructional plan for former ELLs is to provide Academic Intervention Services (AIS) to monitor student progress. ESL instruction or regular consultation between the ESL support team and mainstream teachers is also included.

Testing accommodations for ELLs are as follows: separate location, extended time, access to bilingual dictionaries and/or glossaries, third reading of listening section of ELA Regents exam, and access to translated exams in their native language.

7. 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?
   Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would provide those students with grade-level materials and instructional strategies to access academic content areas and accelerate English language development. This would include, but not limited to: flexible groupings, extensive vocabulary building, and use of visuals and graphic organizers across all content areas.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would program ELL-SWDs into integrated co-teaching classes for specific content areas as well as environments that provided for extra support to meet the students diverse needs and provide them with the necessary support to enable them to function with their peers in the least restrictive environment.

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:				

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				
Foreign Language:	Spanish			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
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

9. 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.
   Targeted intervention programs for ELLs in ELA, Math and other content areas include before and after-school school academic intervention services and Regents preparedness offered in our Saturday Academy. All content area teachers use reading and writing strategies to address achievement gaps. We have one certified Special Education teacher on staff who has worked with ELLs previously. Additional related service providers are available through referral from our CBO partners, Mission Society and Urban Arts Partnership . Students receive additional support for CCLS, Regents prep and other exam preparation during the instructional day. We presently do not use native language during instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    ELLs who demonstrate proficiency on the NYSESLAT exam will be monitored for two additional years. During this time, they will continue to receive outreach from our ELL support team. Data of current and former ELL students is reviewed every 3 weeks after unit benchmark assessments.
11. What new programs or improvements will be considered for the upcoming school year?
    For the upcoming school year, we are not planning any changes in our program for ELLs because we have a small population of ELL learners. If the demographics of our school change, and more ELL students enroll, we will make changes to meet the needs of those students. If necessary, we would consider expanding our ELL services by hiring a full-time ESL specialist and creating a self-contained ESL class.
12. What programs/services for ELLs will be discontinued and why?
    No ELL services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELL students are afforded equal access to all school programs and services. Students are invited to all school programs, invitations and postings are presented to each student. All school support structures are available to our ELLs: media center, school library, before and after-school tutoring, Saturday school program, and extracurricular activities (basketball and cheerleading). In our building we have two community based organizations, one CBO offers students an opportunity to participate in an external internship experience, and the other CBO offers after-school programs consisting of academic support services, iDesign and Adobe Youth Voices. Story Studio in connection with the ELA classes and Fresh Prep in connection with the U.S. History and Global History classes are two programs that are made available to students during the instructional day. Our school goal is to enrich each student's educational and social experience at Metropolitian providing them with opportunities to participate in meaningful activities that increase student engagement in school, which ulitmately leads to improved students outcomes and higher levels of success in high school and beyond.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    All classrooms are equipped with a SMART board and two desktop computers, document cameras and classroom laptops are available upon request. Each of the classrooms holds a collection of English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals and manipulatives. In addition to, we encourage use of technology in the classroom, teachers incorporate SMART boards, laptops, online resources and internet based projects into their classroom activities. Classrooms are decorated with interactive word walls to assist students with high-frequency and content area vocabulary, and visual aids to support learning of new topics, ideas and concepts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Currently, we do not offer a TBE and/or Dual Language program at our school, as our student population does not require these services. We currently offer freestanding ESL services, however, native language translation is not used during classroom instructional time, but mostly for communicating with families and school events. Our school embraces our student's native languages and cultures of our student population. We have teachers and advocate counselors who speak languages other than English (Spanish, Haitian-Creole, French) and can tanslate if needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Age and grade appropriate texts are used with our ELL population. As a transfer high school, our population of students are over-aged and under-credited. Many of our students exhibit skills that are below grade level, especially in the areas of reading, wiritng and mathematics. With teacher guidance, our ELL population of students choose topics and classroom activities that are

appropriate for their age and grade level. Teachers provide ELL students with direct, explicit instruction and choose appropriate texts according to student's grade level. Teachers implement services and resources that correspond to ELL students age and grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    At this time we have not placed any newly enrolled ELL students and therefore we do not offer programs to newly enrolled ELLs before the start of the school year. If the demographics of our school shift in the future, we will consider offering acitivities which support that population of students. The activities we have planned for new ELLs who enroll throughout the school year are various workshops and services for parents offered by our CBO partners, Mission Society and Urban Arts Partnership. ELL students participate in workshops offered throughout the school year to learn various topics and gain a deeper understanding of academic expectations and coursework. In addition Urban Arts offers an after-school program to students in which students benefit from extra help with instruction in their academic core classes and addressing issues concerning their social/emotional needs. Many of our ELL students, from the workshops and programs offered by our community based organizations.

18. What language electives are offered to ELLs?

    ELLs are offered the same language electives as any other student at our school, which include Spanish as a foreign language.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Currently, we do not offer a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all ELL personnel at the school includes trainings offered by the district, regional, cluster, network, and city-wide opportunities. School leaders, guidance counselors, teachers, parent coordinators, and secretaries attends various workshops and professional development meetings throughtout the year to learn the latest ELL instructional techniques, methods and instructional strategies. Teachers attended a summer institute professional development workshop August 19th-23rd to learn the latest in ELL pedagogy (differentiation techniques and strategies for working with ELL students). Our ELL support team (school leaders, guidance counselors, teachers, secretaries, and parent coordinators) attend monthly professional development offered by the network. The school implementation team meets monthly to share what they have learned at those meetings and turn-keys their newly acquired strategies, methods, and techniques to pedagogical staff. During common planning time, our ELL support team consults with classroom content area teachers to offer ideas, resources, and study research that support language development for our ELL population.

2. The professional development that is offered to teachers in supporting ELLs as they engage in the CCLS are teachers participating in TSCCI, transfer school common core institute, which includes one-to-one direct coaching, monthly workshops, and Saturday professional development seminars throughout the school year. The specific activities offered are to develop rigorous instruction and assessments aligned to CCLS. Through the workshops teachers design and norm rubrics, assessments, develop instructional strategies and tools for giving feedback to students, and create a tool to track student's progress in skills and academic behavior of persistence. The school's literacy coach will differentiate support based on teacher need.

3. Metropolitan is a high school setting. To assist staff so that they can help ELLs who are transitioning to post-secondary placements, the ELL support team and teachers meet to discuss which students will be graduating. Teachers

4. The minimum 7.5 hours of ELL training for all staff will be met through our weekly one hour professional learning community meetings and during designated DOE professional development days, November 5th and February 3rd, in conjunction with our literacy support coach and CFN instructional specialists. Our literacy support coach uses common planning time and DOE designated professional development days to turn-key literacy strategies and varied methods of instruction with individual teachers through curriculum, unit and lesson planning. All school staff, including pedagogues, administrators, secretaries, counselors and our parent coordinator are offered mutliple opportunities to participate in professional development through the CFN which focuses on meeting the needs of our ELL students and families. Our school maintains a record of professional development completed by each program, the number of hours completed and the teachers and support staff who are required to complete the requirement.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parent involvement is apparent in our school community. Our school has examined its need for translation of important verbal and written information. Our staff makes sure that important materials are translated and support staff are available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, the Language Translation Unit services are available. Upon intake, parents of prospective students complete a written survey about their child and attend an in-person interview with an appropriate translator to facilitate the conference. In addition to, parents meet with their child's Advocate Counselor as their counselor remains in constant communication with families throughout the year. Parents are invited to participate in monthly PTA meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered based on feedback from parent surveys. In the completed surveys, parents express their child's interests and needs to help their child to succeed in the transfer school setting and to assist the school with transition planning options (college, trade school, military). In addition, our school offers an extensive internship program for students, parents/guardians are part of the internship contract process. At this point in time, written notices and communications to parents are available in English, French and Spanish. Translation requests are completed within two days of the request.

2. Various workshops and services for parents are offered by our CBO partner, Mission Society; in addition to, Urban Arts Partnership, and by our CFN network. Urban Arts Partnership invites parents and students to participate in workshops offered throughout the school year to learn various topics and have a deeper understanding of academic expectations and coursework. In addition Urban Arts offers an after-school program to students in which students benefit from extra help with instruction in their academic core classes and addressing issues concerning their social/emotional needs. Many of our students and parents benefit, including our ELL population, from the workshops and programs offered by our community based organizations.

3. The needs of our ELL parents are evaluated through surveys and conversations with the parent. Our school community will continue to evaluate specific issues through future surveys offered at meetings and events. Surveys include the Home Language survey and Learning Environment Survey. Currently, our Parent Coordinator, organizes regularly-scheduled parent meetings that address the needs of our parents. Ms. Clark works with both community-based organizations in our school to present information to parents. Volunteers are available to help provide translation services.

4. In addition to, parental involvement activities for ELL parents have included meetings and school events. At these meetings and events parents are provided with important information about their rights and the rights of their child's education. Parents are given the opportunity to share their concerns and ask questions. The events and meetings will continue throughout the school year to address the needs of the ELL parent. Volunteers are available to help provided translation services.

E. 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.

There are two reasons why students attend transfer high schools: the lack of success at their previous high school(s), and their desire to earn a high school diploma. Transfer high schools demand dedication and flexibility on behalf of their staff to help meet the needs of diverse learners and to help students move forward in their personal lives. Our staff is committed to working out student's personal and academic needs. Our ELLs are aware of their literacy deficits, teachers support these students using various strategies and flexible groupings. One unique feature of transfer high schools is their partnership with one or more community-based organizations. Our community-based organizations provide the school with trained Advocate Counselors who meet with students at least two times per week for both individual and/or group counseling to help assess and monitor individual academic and personal needs.

Part VI: LAP Assurances

School Name: Metropolitan Diploma Plus HS			School DBN: 23K647
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meri Yallowitz	Principal		10/25/13
Judith Caputo	Assistant Principal		10/25/13
Patricia Clark	Parent Coordinator		10/25/13
	ESL Teacher		
Merlene Anderson	Parent		10/25/13
Michelle Venditti Math/Data	Teacher/Subject Area		10/25/13
Corey Brown/Sp. Ed. Coord.	Teacher/Subject Area		10/25/13
Nicole Panellino	Coach		10/25/13
	Coach		
Jill Russo	Guidance Counselor		10/25/13
Kathy Pelles	Network Leader		10/25/13
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K647 **School Name:** Metropolitan Diploma Plus H.S.

Cluster: 1 **Network:** 112

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

Part A: Needs Assessment Findings

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

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

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

Our transfer high school is situated in Brownsville, Brooklyn, which is not an immigrant destination neighborhood. It is unusual that parents request a language other than English on the HLIS. Because we are a transfer high school, we do enroll students from outside this area, but because our students are older (16-21), and have previously been enrolled in NYC high schools, it is very rare that we have new immigrant families. Each year we generally have at most two or three families who request Spanish, and two or three requesting French, Haitian-Creole translation services. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, new students are admitted on a rolling basis. If their families request translation services, those teachers are informed by the administration at that time. The results of our needs assessment shows that we have 2 spanish speaking families and one french speaking family. Our school provides both written and oral translation in their native languages. During monthly staff meetings, all of these findings were communicated to staff.

Part B: Strategies and Activities

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

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

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

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

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

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