

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: QUEENS METROPOLITAN HIGH SCHOOL
DBN (i.e. 01M001): 28Q686
Principal: GREGORY DUTTON
Principal Email: GDUTTON2@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: NATE DUDLEY

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Greg Dutton	*Principal or Designee	
Craig Scheiner	*UFT Chapter Leader or Designee	
Loretta Damato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ayisha Green Justin Vega	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lucy Accardo	Member/ Parent	
Angela O'Hehir	Member/ Parent	
Tricia White	Member/ Parent	
Ines Galarreta	Member/ Parent	
Frank Swetten Lindsay Harvey	Member/ Teacher Member/Teacher	
Beth Kuhlman	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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 August 2015, 90% of all QMHS students will earn 10 or more credits as measured by the school Scholarship Report.

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.

When the school first began students struggled to earn credits. According the School Scholarship Report in 2012, only 76% of classes were passed. This has improved to 90% in 2014 and we need to continue to focus on. To graduate in four years and be college and career ready, students must earn an average of 11 credits per year. We want to ensure that our students are not only on track for graduation, but also earning credits in diverse content areas so they are better prepared for college. To prepare students to access more advanced content in the upper grades, we developed courses and curricula to establish foundational knowledge and skills in the major content areas in the 9th grade.

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. **Program development; Guidance Counseling; Advisory**

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

1. **Advisors, Guidance Counselors, Assistant Principals, Parent Coordinator**

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

1. **Teachers are provided with IEPs and information regarding students' English Language Learner status to better understand their strengths and challenges; scholarship reports and academic data by subgroups are reviewed with teachers during collaborative planning time and/or at faculty meetings; teachers are provided with resources and professional development regarding graduation requirements to be able to better support subgroups of students; student work and assessments will be analyzed to support teachers in differentiating more effectively to meet the needs of all students**

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

1. **September 2014 through August 2015**

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

1. **When necessary students will be scheduled for additional class periods. Seniors who are behind in credits will attend QMHS Evening Academy.**

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).

- **Parents are provided with information on the New York State Graduation Requirements and an outline of how the QMHS program supports students in meeting those expectations**
- **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquires.**
- **Parent Coordinator creates and distributes monthly newsletter.**

Advisors communicate with parents via email, phone, in-person meetings, parent teacher conferences and progress reports.

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		Title IA		Title IIA		Title III		Set Aside		Grants
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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.

From Sept 2014 to April 2015, the Principal and Assistant Principals will visit all teachers' classrooms 3-6 times year and provide to them in writing, timely, actionable feedback, including next steps to improve instruction. Because of this work, at least 80% of teachers will end the year with a rating of a 3 or higher in components 3b – Questioning and Discussion, 3c – Student Engagement and 3d – Using Assessment in Instruction as measured by *The Danielson Framework for Teaching*

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.

According to our most recent Quality Review we scored Proficient in Domains 1.1 and 1.2 and Highly Effective in the three other domains. This means we need to improve our instruction. Solid instruction drives the success of a school. Administrators need to observe teachers frequently in order to build strong relationships, and provide specific feedback about a teacher's practice. In one-on-one feedback meetings, teachers receive detailed feedback on how to improve their lessons and how to increase student achievement.

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. During lesson debriefs, teachers and administrators discuss specific subgroups and how to improve the performance of those subgroups. Lessons taught by two teachers (ICT or ESL) are occasionally debriefed collaboratively with specific focus on how to help students with IEPs or who are ELLs.

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

1. Principals and Assistant Principals meet weekly to discuss the results of observations. Principals and Assistant Principals conduct learning walks to norm observation practices. All observations are emailed to the teacher and tracked in a detailed spreadsheet. The spreadsheet allows the administration to track teacher progress as well as frequency of observation.

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

1. Teachers conduct peer observations to provide feedback to one another. Department leaders observe every teacher in their department.

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

1. September 2014-June 2015

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

1. APs will not teach any classes in order to allow time for observations and feedback.

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).

This goal will increase parent satisfaction. As teachers improve their practice, parent satisfaction will increase.

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	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 June 2015, Math, ELA, SS, Science and Foreign Language teachers will jointly create and administer quarterly common assessments. Teachers and administration will review student outcomes during data analysis meetings in order to co- create action plans for students who require further support with mastering content.

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.

It is important that teachers collaborate around assessment creation in order to create the most effective assessments for their students. Additionally, teachers need to look closely at student work to determine standards in which students lack mastery. This analysis will allow teachers to adjust their curriculum and create lessons that meet the specific needs of their students. Students in our Lowest Third and not performing as well as our other students, and this process allows teachers to develop specific strategies to assist our students.

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. **The data analysis spreadsheets break students up by group and reveal student weaknesses. Students can then be grouped in order to improve upon their strengths.**

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

1. **The Principal and Assistant Principals conduct the data analysis meetings with teachers**

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

1. **Teachers received training on the data analysis process and are given time to collaborate with their colleagues to analyze the data**

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

1. **September 2014-June 2015**

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

1. **Teachers have weekly meeting times in which they create interim assessments and analyze data.**

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).

Parents have access to an online grading program called JupiterGrades. Parents can see their students' grades on the interim assessments and use this information to help their children. The Parent Coordinator emails weekly updates and monthly calendars to parents so they are aware of the testing schedule.

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	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 #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.

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.

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

1.

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

1.

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

1.

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

1.

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

1.

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
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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.

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

1.

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

1.

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

1.

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

1.

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

1.

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
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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	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
Mathematics	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
Science	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
Social Studies	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling by Social Worker and Guidance Counselors	Small group tutoring	During the school dayx

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 686
School Name Queens Metropolitan High School		

B. Language Allocation Policy Team Composition [i](#) 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 Gregory Dutton	Assistant Principal Tori Raysor
Coach type here	Coach type here
ESL Teacher Christopher Kelly	Guidance Counselor Joanna Gonzalez
Teacher/Subject Area M. Sperandio/Social Studies	Parent J. Juan Rosell
Teacher/Subject Area L. Petrosino/ELA	Parent Coordinator Kim Ramzazan
Related Service Provider Lori Kalman/Social Worker	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> 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	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	1158	Total number of ELLs	38	ELLs as share of total student population (%)	3.28%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										14	13	11		38
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	14	13	11	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	4

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24		1	10		1	4		3	38

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	0	1	10	0	1	4	0	3	38
Number of ELLs who have an alternate placement paraprofessional: <u> </u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										7	6	5	0	18
Chinese										2	1	2	0	5
Russian										0	1	0	0	1
Bengali										0	1	0	0	1
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	1	0	0	1
Albanian										1	0	1	0	2
Other										4	3	3	0	10
TOTAL	0	14	13	11	0	38								

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)										4	1			5
Intermediate(I)										1	2	3		6
Advanced (A)										9	10	8		27
Total	0	14	13	11	0	38								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	7	0	4	0
Integrated Algebra	37	1	29	1
Geometry	18	0	12	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology				
Chemistry	10	0	3	0
Earth Science	16	0	8	0
Living Environment	18	0	18	0
Physics	0	0	0	0
Global History and Geography	19	1	17	1
US History and Foreign Language	15	1	14	1
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:

- 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 the 8th grade ELA exam results to assess the literacy skills of our ELLs. Our analysis revealed that all of our students scored either a 1 or 2 for their 8th grade reading levels. 75% of our present ELL population scored a 1 on their 8th grade ELA exam; 25 percent scored a two. This data supports the need to target instruction to improve our ELLs' reading comprehension skills. Because

of this, in our ELL and content area classes, we are focusing on reading strategies, such as paraphrasing, annotation, identifying main idea, forming questions, and note-taking.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We currently offer ESL services to students who are entitled to services in all grades. However, we only have ESL students in grades 9-11. In ninth grade, we have four students who are at a beginner level, one intermediate, and nine advanced. In tenth grade, we have one beginner, two intermediate, and ten advanced. In eleventh grade, we have three intermediate and eight advanced students. The majority of students in each grade are advanced and, thus far, all of our students have passed the NYSESLAT by the end of 11th grade, showing that our students are following a progression of moving up at least one proficiency level each year.
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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Although the exams are offered to our students in their native languages, most of our students have opted to take their exams in English, with the exception of some of the beginners. This has proven to be successful for our students, given that their instruction is in English with ESL supports. In Global History, our ELLs (including former ELLs) have fared as well as their counterparts school-wide. This is true of many of our exams. To improve our ELLs' performance on the ELA Regents, we have separated the 11th grade advanced ELLs from the 9th and 10th grade advanced ELLs so that they can have an ESL support class geared to preparation for the ELA Regents Exam.
- b. This is the first year that we are administering the ELL Periodic Assessment. This test has been offered to all ELLs in the school. As the data becomes available, it will be analyzed and sent to the entire staff so that they can use it to inform their instruction. This will be done via e-mail initially, but also in staff meetings and PD. Mr. Kelly will work with teachers to unpack the data and give them strategies that help students with different strengths and weaknesses.
- c. 2013-2014 is the first time that we are administering the ELL periodic assessment. This information will be used in staff development and shared with teachers, along with strategies that help students with different strengths and weaknesses.
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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: At parent orientations, students and parents are interviewed about their past education, reading, writing, listening and speaking. If this information indicates that a student may be SIFE, the student and parent are further interviewed using the ALLD. In addition to this, Spanish-speaking students are administered the LAB-R in Spanish to assess their language and literacy skills in their home language. All students are given support in their native languages through the use of dictionaries, glossaries, and translators and, as often as possible, students are given test materials in their native languages (except ELA and NYSESLAT exams).
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here: We use different criteria to evaluate the success of our ESL program. In addition to analyzing the data of the NYSESLAT exams, we also analyze the modality report (RNMR). Twice per year (fall and spring), we conduct the ELL Periodic Assessment so that we can gauge student progress on a regular basis. We look at the disaggregated data and use this information to modify our instruction and track our progress. Similarly, we compare our students' regents exam data to the rest of the school; we look at credit accumulation and consistently monitor progress towards graduation. We also use item analysis to identify areas in which we want to focus. Our supports (SIOP strategies, afterschool tutoring, homework help) are all put in place with one end goal in mind: graduation.

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](#).)
All students who are new admits to the NYC Department of Education are referred by the pupil accounting secretary to the ESL Coordinator to determine LAB-R/NYSITELL eligibility. An interview with the student and parent is conducted by the ESL Coordinator, Christopher Kelly, in English and/or their native language. The first step taken is completing the Home Language Identification Survey. Translators are used as needed to complete this survey and it is given in their native languages or translated for them if not available in their native languages. If the ESL Coordinator is unavailable, another trained pedagogue will conduct the interview – most likely one of the three other certified ESL teachers on staff. If the HLIS indicates that the student is eligible for LAB-R/NYSITELL testing, an individual parent orientation will be conducted to discuss the options available to the student. A video presentation will be given in their home language and support will be provided to help the parent to complete the forms as needed. The student will be scheduled to take the LAB-R/NYSITELL as soon as possible and no more than ten days after they are admitted. An entitled student will then be placed in ESL classes appropriate to his/her proficiency level, based on hand-scoring of the LAB-R/NYSITELL. The LAB-R/NYSITELL, will be administered by the ESL Coordinator or a licensed ESL teacher.
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.
Individual parent orientation sessions are conducted by the ESL Coordinator, Christopher Kelly, when it is determined that a student is eligible to take the LAB-R/NYSITELL. If the parent is available, this meeting takes place as soon as the student is identified as eligible for LAB-R testing. If the parent is not available, an appointment is made to conduct the orientation within ten days. The parent orientation video is shown in their home language and the brochure for explaining the types of programs is given to them in their home language. If this is not available, translation services are provided. During the individual meetings, parents are given the opportunity to ask questions about the various programs and they are assisted in filling out the Program Selection form.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are done at orientation when students are first enrolled. The forms are filled out and signed at orientation and a copy is given to parents to keep for their records. Entitlement letters are given to the student to bring home after the student is identified as entitled to ESL services. All of these forms and letters are kept on file in the ESL Coordinator's office, room 1015E. In addition, the ESL Coordinator calls the parents to inform them of the LAB-R/NYSITELL results.
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.
In the beginning of the school year, the RLAT report is generated all students: entitled and no longer entitled. Continued entitlement and Non-entitlement/Transition letters are sent to the parents at this time. Copies of these letters are kept on file by the ESL Coordinator. Students are placed according to their parents' selections as indicated by the parent selection form in their cumulative folder and/or BESIS student information service history. Program Selection forms are given to parents at their individual parent orientation meetings in English and their native languages (if not available, translation is provided). Parents generally complete these forms at the meetings and are given a copy for their records, but in the event that they want more time to consider their options, they are asked to come back for a follow-up appointment with Christopher Kelly (ESL Coordinator) to finalize the form. If the parents do not come to return the form, Mr. Kelly contacts them to follow up and reschedule.

Parents' choices on the Program Selection form are used to determine students' placements. Queens Metropolitan High School currently has an ESL program, as all of our students' parents have chosen ESL as their top choice for program placement. If a parent would like the student to be enrolled in a different program, the ESL Coordinator informs them of the option to transfer to a school with said program and provides them with information to contact the Office of Enrollment.
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.
The NYSESLAT is planned and scheduled well in advance of the actual test dates. Speaking tests are administered by teachers who

are not the ESL teacher of the student being tested, as per the directives of the NYSESLAT instructions. The listening, reading, and writing tests are scheduled and letters are sent home to parents, as well as phone calls home, to inform them of the importance of the test and of the test dates. Each component of the test is administered without interruption to the students on the scheduled days. Each day, phone calls are made to students who are absent for the given portion of the test to insure that their parents are informed of their missing the exam. Students are given ample opportunities to make up any or all parts of the NYSESLAT. Our goal is to test every student by the end of the administration window.

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. [i](#)
38 of 38 students at Queens Metropolitan High School have opted for ESL instruction as their program of choice. Our program is aligned with these parent choices. All parents were sent a continued entitlement letter (available in multiple languages), informing them of their children's program for the upcoming school year, as well as giving them instructions for what to do if they want to change the students' programs. Students were instructed to get this letter signed and bring it back (each student was given two copies). Signed copies are on file in the ESL Coordinator's office.

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])?

Our school has both push-in and departmentalized ESL classes for our ELLs. Our ESL teachers are co-teaching with licensed content area teachers in Global History classes.

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)?

Paste response to questions here: Based on the students NYSESLAT results, ESL teachers' programs are determined for the upcoming academic year. The teachers' programs are based on the instructional needs of the students to be sure that they have the mandated number of instructional minutes required as per CR Part 154. Classes in which students have a push-in ESL teacher are in addition to the mandated number of required minutes because we feel that it best suits their language and support needs. Beginner ELL students are programmed for 684 minutes per week of ESL instruction, more than the mandated 540 minutes. Intermediate students are receiving 456 minutes of ESL instruction per week, more than the mandated 360 minutes per week; and advanced students are receiving 228 minutes of ESL instruction, more than the mandated 180 minutes per week. These totals do not include teachers pushing in to the global classes. Ms. Bivona and Mr. Kelly push in the Global History classes, adding another 228 minutes of ESL instruction (via push-in) to many of the students totals. The majority of our 9th and 10th graders are receiving additional support in their Global History classes from a licensed ESL teacher.

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.

The content are classes are delivered in English with native language support through the use of glossaries, bilingual dictionaries, translators, and when possible, materials in the native languages. Glossaries and bilingual dictionaries are available to all teachers for use in their classes. In addition to this, teachers use SIOP methodologies to support the learning of all of their students. These strategies are especially helpful to ELLs and do not take away from instruction. These methodologies include, but are not limited to visual cues, writing prompts, sentence starters, flexible grouping, explicit instruction of vocabulary, and presenting information in multiple modalities.

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

Because we only provide ESL instruction here, we do not regularly evaluate ELLs in their native languages. We do, however, evaluate incoming Spanish-speaking students using the LAB-R in Spanish. In addition to this, students are given the option to take exams in their native languages and, when available, exam materials are given to the students in their native languages. We believe in using the native language as a support for students' English acquisition whenever possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In our ESL classes, students are evaluated on each modality in each unit. Students regularly participate in class discussions and are asked to present information to the class. Also, each unit test has a listening, reading, and writing component. These are modeled after regents exams, where applicable, and the NYSESLAT. We also administer the ELL Periodic Assessment in the fall and again in the spring. Student progress is tracked throughout the year using the results of the NYSESLAT in comparison with each ELL Periodic Assessment, as well as the Periodic Assessments in comparison to each other. This information is used to help students become aware of their strengths and weaknesses and to establish goals for themselves.
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. Within our ESL instructional model, we further support SIFE students by offering extra literacy supports, after-school tutoring on Tuesdays and Thursdays, and counseling, if necessary, to help address the emotional needs of the students. The thing we focus on the most with the SIFE students in meta-cognitive strategies and study skills. In tutoring and in class, we work with the students to help them learn effective note-taking, methods to study, and literacy skills. These are skills that we focus on with all of our students, but we place particular emphasis on SIFE students in this area.

- b. At admission, each newcomer is interviewed and their needs are assessed. We use this information in their scheduling. We

often find that our newcomers test at an intermediate or advanced level because they have taken English in their home country and subsequently score high on the reading and writing sections of the LAB-R, but low on the listening section. Because of this, we have offered many of them extra ESL support during their first year so that they can better grasp the listening/speaking modalities of the English language. Newcomers that test at a beginner level are offered three periods of ESL per day, and often, an additional period with a licensed ESL teacher pushing in to their Global History classes. In addition to this, we offer native language support, after-school tutoring, and we maintain constant communication between the newcomers' teachers and the ESL teachers. This is very important for support for the newcomers, but also to support the teachers of the newcomers in providing the best instruction possible.

c. We recognize that students who have been here for 4-6 years have different needs than newcomers. We look at each student individually to assess their language needs, using the NYSESLAT results and we work to make sure that each unit incorporates listening, speaking, reading, and writing activities so that the students get an authentic language learning experience. In addition to this, we focus on study skills and methods to make sure that students are getting the most out of what they are hearing and reading in their content classes. The students are taught meta-cognitive strategies, such as paraphrasing, forming questions, and annotating, to help them to function best in a classroom environment. Students are also asked to analyze their progress after the first and second administrations on the ELL Periodic Assessment so that they can reflect on their own progress in the different modalities of English.

d. Because long-term ELLs usually have much higher proficiency in speaking/listening than they do in reading/writing, their need for support is not as obvious. To that end, we make the NYSESLAT reports (RLAT and RNMR[when available]) available to our teachers, so that they know the true language needs of their ELLs. Also, because many of our long-term ELLs are students with IEPs, we work closely with the Special Education department to implement students' IEPs and accommodations and to diagnose issues and differentiate instruction to best serve these students. In addition to this, we work to teach study skills and meta-cognitive strategies, as we do with all of our ELL subgroups.

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?

A number of our long-term ELLs are also SWDs. Because of this, we focus heavily on literacy and reading comprehension. We have a variety of grade-level materials available to the students to make the content more accessible to students of varying abilities. Websites are available to analyze lexile of readings and to produced the same readings at different reading levels; video clips from websites, such as UnitedStreaming.com are available for use in classes; and glossaries are given to students (bilingual or monolingual) to assure that they are able to comprehend vocabulary from the readings. On top of this, teachers use strategies to help students attain and retain the content that is delivered. Teachers model the work for students; activate prior knowledge; demonstrate text annotation; and have students read in small groups with differentiated group roles and structured notes and annotation. In addition to this, ESL teachers work with content area teachers to allign the skills and concepts that they teach with what the content area teachers are focusing on as much as possible, especially in Social Studies.

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?

Our school is an inclusive school with SETTS, ICT, and self-contained classes. The IEP committee completes a comprehensive evaluation for our ELL-SWDs to make a recommendation for the least restrictive environment. We provide our ELL-SWDs their academic instruction within the least restrictive environment, according to their IEPs. All instruction and assessments are delivered according to the recommendations of the IEP committee. The teachers of ELL-SWDs also differentiate the process, content, and product so that all students have the opportunity to achieve academic competency and success. Accomodations are made for the students in all aspects of instruction and assessment.

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:			

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

Science:				

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

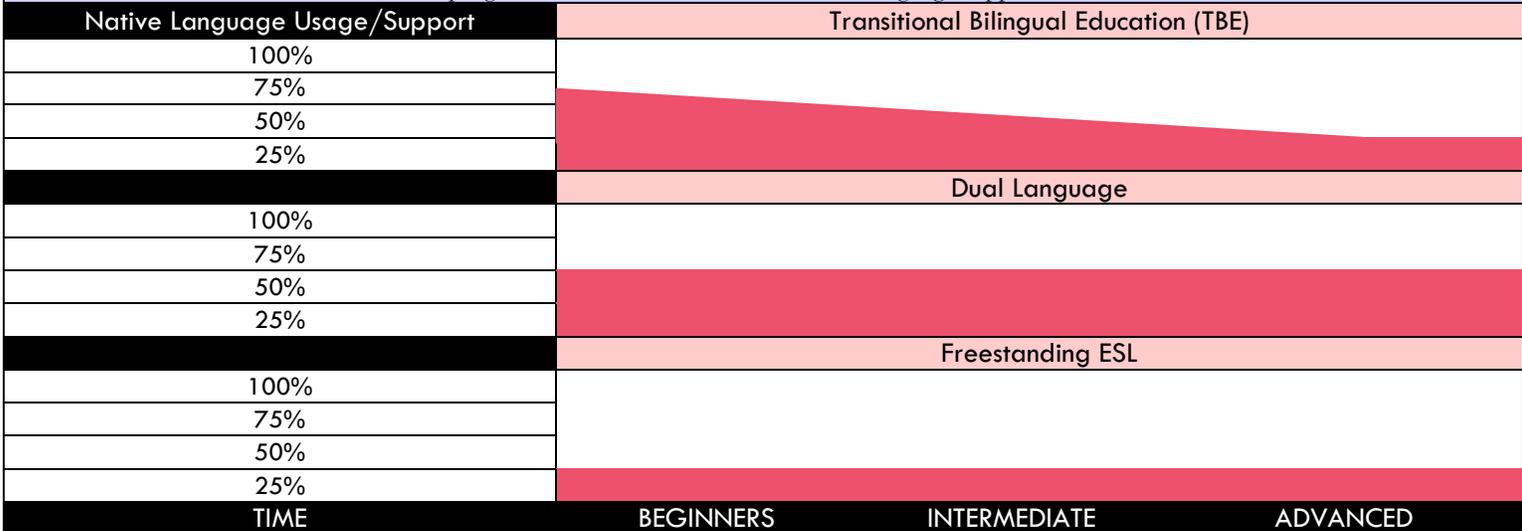
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Push-in ESL teachers to Global History classes for 9th and 10th grade ELLs
 - After-school tutoring in all content areas for all sub-groups, Tuesdays and Thursdays
 - Beginners and Intermediate - Additional Global History content in the ESL classroom, paired with writing and meta-cognitive skills
 - 11th Grade Advanced Students - ELA support in the ESL class, correlating with skills taught in ELA classes
 - 9th and 10th Grade Advanced Students - Additional Global History content in the ESL class, paired with writing and meta-cognitive skills
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The targeted interventions that we have taken have proven to be very effective, particularly in the area of Global History. Last year, we focused heavily on Global History content and support for our ELLs and it resulted in a 90% pass rate for ELLs school-wide. This is even higher than the school-wide pass rate.
11. What new programs or improvements will be considered for the upcoming school year?
- We have started an after-school tutoring program, to be held on Tuesdays and Thursdays. This will provide students with the opportunity to get help with homework, test preparation, and extra language support. The program is held in room 3021, which has dictionaries, glossaries, and can be furnished with a laptop cart when needed.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued the use of Achieve3000 because we did not find it to be cost-effective for our population. We feel that the after-school tutoring program is better suited to their needs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We are aware of the importance that our ELLs have the same access to our school programs as other students. Our school has many clubs and sports, as well as tutoring and other after-school activities. ELLs are encouraged to attend these programs that interest them and the announcements are made available to the ESL teachers for clarification. Additionally, the ELLs have their own tutoring program that coincides with the school-wide after-school homework program. They have a choice to go to either program for extra help and support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are aware of the potential for technology to aid in language development and acquisition. Each classroom in the school is furnished with a Smartboard and projector and each teacher is given a laptop and an iPad. The iPads can be given to students for adapted texts, translation, or alternate assignments. The Smartboard Notebook Software, as well as PowerPoint, can be used for visuals, video clips, and manipulation in ways that a standard chalkboard or whiteboard cannot. Additionally, we have 7 laptop carts and an iPad cart that can be checked out and used in any class.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as dictionaries and electronic translators. We also have a large number of staff who speak other languages; these staff members can be used for support, translation, and parental outreach. Teachers also work with Mr. Kelly and the other ESL teachers to find materials that are grade-appropriate and support students in the native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required resources and support correspond to ELLs ages and grade levels. We have taken extra measures to provide support in the 9th and 10th grade Global History classes. Additionally, we have separated our students within the sub-groups to make sure that they are receiving the support that they need for their grade levels (e.g. ELA Regents preparation and Global History/Geography Regents preparation).
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.
- We conduct school tours and orientation for new students during the spring semester and during the summer. These tours and orientations are conducted by Ms. Kim Ramazon, our parent coordinator, and our teachers and staff. Interpretation is made available to students and parents and all information is translated into various languages. Our goal is that incoming ELLs and their families feel just as welcome as all of our other students.
18. What language electives are offered to ELLs?

We currently offer NLA classes, as well as AP Spanish Language and AP Spanish Literature to ensure that they are building on their skills in both languages.

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)?

Paste response to questions here:

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. In an effort to assist teachers, administrators, and support staff in addressing the needs of ELLs, the following professional development opportunities will be offered to our teachers in all subject areas.

-Using ESL data to inform instruction: The RNMR (when available) and ESL Periodic Assessment results will be used to help teachers become aware of their students' strengths and weaknesses in the different language modalities.

-Encourage staff to register for graduate courses offered in differentiated instruction and ESL methodology.

-Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.

-Mr. Kelly will work with staff on a continual basis to guide them with ESL strategies and SIOP methodologies.

-Continue to train teachers and administrators in the Common Core Standards and how they apply to ELLs.

2. This year, we will be working with our staff on incorporating SIOP into our lesson planning and execution. SIOP (Sheltered Operation Instructional Protocol) methods will be modeled at staff development by Mr. Kelly.

3. Aside from being invited to student orientations, teachers are invited to work with Mr. Kelly to learn about the social aspects of being an ELL. Mr. Kelly furnishes the teachers with the Years of Service Report (RYOS) and works with teachers with specific students' needs.

4. The minimum hours of ELL training for all staff will happen at different times throughout the school year. Mr. Kelly will present at grade-team meetings on Tuesdays, as well as at Wednesday staff meetings to share SIOP strategies and other ESL teaching methodologies.

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. Our school has an active parent coordinator, Kim Ramazan, who works with the PTA to hold monthly PTA meetings. Notifications and materials are available in various languages, and given based on the responses to the Home Language Identification Surveys. Additionally, Mr. Kelly surveys parents in the fall semester to see what their wants and needs are in regards to academics and social issues. Based on that information, workshops are organized for ESL parents. These workshops coincide with the PTA meetings in the spring semester, so that the parents of ELLs can have the opportunity to go to the PTA meetings afterwards.
 2. We are a new school and are still looking for community organizations to pair with. We will be surveying our parents to see what their wants and needs are and we will base our search on this information.
 3. The parents' needs are evaluated in various ways. Mr. Kelly meets with parents at orientations and, aside from the forms and questions required, asks about social needs and wants that parents may have. Parents of all ESL students are given surveys in the fall semester to find out what their concerns, wants, and needs are as well. These surveys are then used to plan workshops and try to address said needs.
 4. Parent workshops are designed around the feedback from parents when they are surveyed during the first semester. In addition to this, specific situations sometimes require individual attention. Mr. Kelly works with guidance counselors and support staff to assist parents with students' needs and, when necessary, make referrals to outside organizations.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q686 School Name: Queens Metropolitan High School

Cluster: 4 Network: 404

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.

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretations needs. Parents of new students and entering 9th graders are interviewed in their native language or through translation. This information is entered on the BIOS screen at admission and communication is done in the preferred language. We have students who speak Spanish, Chinese, Japanese, Indonesian, Persian, Albanian, Romanian, Polish, Russian, Portugese, Bengali, and Hindi. Though many of our parents have indicated that they have no preference as to which language communication is done in, we still have materials and translation available in various languages via school staff or the translation services unit or hotline.

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.

All stakeholders of our school community are informed of our needs for translation/interpretation during interviews, meetings, parent-teacher conferences, PTA meetings, and other school functions. Additionally, staff is made aware of translation services and options through e-mails and announcements. The number for the translation hotline is given to all staff members so that it can be used to communicate with parents. We also have a number of bilingual staff members who speak Spanish, French, Bengali, Polish, Chinese, Japanese, Italian, and Korean. These staff members are utilized for translation whenever possible.

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.

- a. Written translation is provided for all documents that are mailed or sent home with students.
- b. Documents for admission are available in various languages and if the language is not available, they are translated via translation services.
- c. School letters and forms have been created in various languages for the use of staff members.

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.

- a. Oral translation at all school-related functions and at open school night. This is done through school staff, parent volunteers, and through translation services.
- b. Bilingual staff members are present at PTA meetings and school functions, as well as for conferences and meetings.
- c. The parent coordinator is assisted by school staff to set up calls to the parents in different languages.

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

Information regarding parents' translation and interpretation needs is maintained in ATS, ARIS, on student blue emergency cards, and in the students' files. All staff are required to have translation for parent interactions if they do not speak the parents' language. This is done in-house or via the translation hotline. Documents and letters are also translated to be mailed or sent home with students. Also, materials at meetings and at parent-teacher night is made available in various languages.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Queens Metropolitan HS	DBN: 28Q686
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our primary focus is to provide our ELLs with support in their content areas. This will be done in ESL classes, in content classes, and in after-school tutoring. This additional support will be put in place with the goal in mind to improve student achievement. ELLs will demonstrate academic improvement as evidenced by their passing scores in content area classes and on content area Regents Exams.

The after-school program will focus on tutoring and helping students with tasks and skills for English, Global History, US History, Math, and Science classes. It will serve all of our 40 students. The teachers will work with students on homework, essay-writing, and strategies for academic success and language acquisition. By having two certified ESL teachers in the room at this time, we will be able to focus on the needs of students of all proficiency levels. Mr. Kelly and Ms. Bivona (our two ESL teachers) will gather resources from teachers of all subjects in the school to furnish the program with books, handouts, and other materials necessary to support our students. Additionally, laptops and iPads will be available for use and each student will be given an electronic translator to use. This program will take place on Tuesdays and Thursdays from 2:20 to 3:30. Additionally the program will continue through 2015-2016.

Part C: Professional Development

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

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

Begin description here: This school year, we will continue to incorporate SIOP methodologies into our classroom teaching across subject areas. Mr. Kelly, our ESL Coordinator, has been trained through a six-week Pearson online course in SIOP methodologies. He will continue to turnkey strategies to our staff. Our staff has been offered, as part of their professional development options, a once-per-month workshop with Mr. Kelly on using SIOP strategies and making content accessible for ELLs. Additionally, Mr. Kelly is working with our 9th grade Social Studies teachers in a small group to give input on ESL strategies for lesson planning, student engagement, and assessment.

Part D: Parental Engagement Activities

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

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

Begin description here: We believe that communication with parents is key to the success of all students, including ELLs. We want to be sure that parents of ELLs are not marginalized and that they are just as informed as the parents of non-ELL students. Given the size of our populace, we are in a position in which we will be able to meet with our parents one-on-one or in small groups so that parents' voices can be heard. On top of our PTA meetings, we plan to offer additional services to the parents of our ESL students. The best way to do this is to find out what parents want most. To do this, we will be sending home surveys to the parents of our ESL population. We will use translation services to make sure that these surveys are available in all of the languages represented at the school. Once we have the survey results back, we will work to offer parents workshops in the areas that are most "in-demand" as evidenced by the survey responses. These workshops could include, but are not limited to, immigration, graduation requirements, the college application process, common-core standards, and other areas that are requested by the parents. They will be offered on the same days as PTA meetings, but at 6:00pm, so that parents can come to a workshop and then go to the PTA meeting afterwards.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,492	We are using this funding to pay part of an extra ESL teacher's salary. In addition to our mandated ESL classes, we also have our ESL teachers push-in to Social Studies classes to provide additional support for our ESL students.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$708	Used to purchase electronic translators for students to use in class. Purchased in multiple languages.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200	_____