

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

**School Name:** THE METROPOLITAN HIGH SCHOOL  
**DBN (i.e. 01M001):** 12X248  
**Principal:** MADHU NARAYANAN, IA  
**Principal Email:** MNARAYANAN@SCHOOLS.NYC.GOV  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** ADA CORDOVA

## 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
Madhu Narayanan	*Principal or Designee	
Alexander Sczesnak	*UFT Chapter Leader or Designee	
Sharon Williams	*PA/PTA President or Designated Co-President	
Viddy Seepersad	DC 37 Representative, if applicable	
Eris Villalona	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Erismelca Jorge	Member/ Student	
Vonnesha O Ripley Rebeca Gonzalez	Member/ Parent	
Nanette Santiago	Member/ Parent	
Marisol Rodriguez	Member/ Parent	
Stacy Ross	Member/ Teacher	
Frederick Park	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015, the NYS Regents pass rate for all students taking math Regents exams will increase from 27.62% to 35% as evidenced by the School Scholarship Report in STARS.

### Comprehensive Needs Assessment

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

The school conducted a needs assessment after reviewing the 2013-2014 School Quality Guide which reveals a Mathematics Weighted Regents Pass Rate of .54%, indicating that the school did not meet the target. The School Quality Guide also shows a 39% pass rate for Integrated Algebra, 36% pass rate for Geometry and 10% pass rate for Algebra 2/Trigonometry last year.

Our school serves an at-risk population of students of which more than 85% enter high school below grade level in Math, English, Science and Social Studies. According to the School Quality Guide, the 9<sup>th</sup> grade average incoming math proficiency score (based on the 8<sup>th</sup> grade New York State math assessment) was 2.11 last year and according to ARIS this year, the average proficiency score is 2.09.

Students need effective teaching if they are to develop the higher order thinking skills they need to be career and college ready. Building and delivering rigor into daily math lessons along with well-planned, differentiated instruction and effective collaborative professional development for teachers will help raise 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. SAT Prep class will be offered after school on Fridays and math tutorial sessions will be offered after school Monday through Thursday.
2. Working together with Children's First Network (CFN) 206's achievement coach, periodic meetings with math teachers will be scheduled to help them develop rigorous lessons. Focus will be given to integrating writing in lessons to deepen student learning and implementing strategies to engage students in student-centered activities.
3. The Math Department will continue to development of Common Core aligned units of study. Teachers will collaborate during common planning time to align performance tasks and interim assessments to the standards. Close analysis of data to identify student learning gaps will inform responsive modifications and adjustments to teaching. Sharing of teaching practices and inter-visitations will be scheduled.
4. Math teachers will be given opportunities to attend professional development workshops as needed.

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

1. Our Geometry teacher will facilitate the SAT math prep after school program on Fridays and other math teachers will facilitate after school math tutoring sessions Monday through Thursday.
2. CFN 206 Math Achievement Coach, Math Teachers and supervisory support.
3. Math teachers, scheduling time for teacher team meetings, network support, administration
4. CFN 206 and the Department of Education (DOE) offer various math related professional development workshops.

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

1. Student sign in sheets will be used to analyze the impact of individualized tutoring on student progress formative and summative assessments throughout the year and culminating in increased Regents scores.
2. Written, verbal feedback, and follow up support related to the Danielson Framework for Teaching, will be provided to teachers to improve instructional practice.
3. Evidence of teacher developed common core aligned units of study. Inter-visitation and sharing of best practices will result in improved teacher practice evidenced by higher ratings on Advance-based observations.
4. Evidence of implementation of best practices in curriculum planning and instruction acquired via professional development.

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

1. SAT Prep class run from October 2014 – November 2014 and March 2015 – June 2015.
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. The math teacher will provide differentiated SAT support to students on Fridays after school to help raise SAT scores.

2. Administration will ensure that teachers have time in their schedules to collaborate and will arrange for teachers to meet with the Network support from CFN 206.
3. Meeting time will be scheduled for department level work to take place.
4. Time will be allocated for professional development.

***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).

1. As per our Title 1 Parent Involvement Policy (PIP), parents are included in the discussions at School Leadership and Parent Association meetings.
2. Parents are encouraged to become more involved and to support their children in preparing for college and career opportunities.
3. Guidance Counselor meets with parents to provide graduation requirements.
4. Ongoing communication with families regarding student attendance and progress in math tutorial sessions is conducted.

***Budget and Resource Alignment***

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

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, the 9th grade math course pass rate will increase from 62.22% to 68% as evidenced by the Scholarship Report in STARS.

### **Comprehensive Needs Assessment**

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

The school conducted a needs assessment after reviewing the pass rates of the math Regents exams, Scholarship Report, School Quality Guide and other school-wide data. The course pass rate for 9<sup>th</sup> grade students taking Algebra classes for June 2013 - 2014 was 62.22%. This is indicative of a lower than pass rate of 39% on the Integrated Algebra Regents exam. The average incoming proficiency score for the current 9th grade class is 2.09.

If our students are to succeed in the years to come, they must graduate ready for college and careers. Therefore, it is important that we prepare our students move beyond narrow achievement requirements by empowering teachers to create a thriving learning environment.

### **Instructional Strategies/Activities**

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

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

1. Teachers will administer the New York City (NYC) Performance Test baseline in October 2014 to assess the students' skills to inform instructional planning relative to individual needs.
2. Administration will work with the Network Achievement Coach and Department of Education (DOE) Talent Coach to identify areas of need within the math department as it pertains to strategies involving student engagement in active learning and rigor, lesson planning and strategic approaches to delivering math instruction.
3. We will work with teachers on developing their use of questioning techniques and critical thinking skills in their classes and will provide more training and support for teachers who need it.

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

1. Administration, Math Teachers and identified baseline assessment.
2. The Network Achievement Coach and DOE Talent Coach, math teachers and administration will review successes and growth opportunity areas.
3. Administration, math department and coaches will recommend Professional Development opportunities for the teachers that are available through CFN 206 or the DOE.

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

1. Assessments will be administered to all 9th grade students and we will identify the individual needs of each learner by analyzing data.
2. Based on inter-visitations, Danielson Framework informal and formal observations and a review of classroom assessments, the effectiveness of this approach will be determined and revised as needed.
3. The correlation between teacher engagement at professional development sessions, implementation of questioning and critical thinking strategies observed in the classroom and the impact of those strategies on student learning within the classroom will be analyzed.

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

1. The baseline assessment will be administered in October 2014 and again in June 2015 to measure growth.
2. October 2014 – June 2015
3. September 2014 – June 2015

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

1. Time will be set aside during the professional development block for the math department to review assessments and student work.
2. A schedule will be developed for the coaches to maximize their time with math teachers to include classroom visits, periodic group debriefing sessions and individual

meetings to monitor progress and plan next steps.

3. Teachers will turnkey relevant information from professional development workshops attended throughout the year, Scheduled observations will be conducted to monitor and provide feedback as well as individualized support as needed and recommended by the CFN Coach, the DOE Talent Coach and Administration.

**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).

1. As per our PIP, parents are kept abreast of academic policy, school activities and events.
2. Parents are informed of the school's processes for strengthening instruction. They are encouraged to be actively involved in preparing their child for college and career opportunities.
3. Parents of 9<sup>th</sup> grade math students are provided with individualized feedback on their child's performance during teacher-parent conferences.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- 1.

### 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, all students identified on November 25, 2014 as chronically absent will increase their average attendance rate by 5.3% as measured by the Chronic Absenteeism (CA) tool.

#### **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.

Chronic absenteeism continues to be a primary challenge in our school. Network support over the past summer, research into the impact of chronic absenteeism on student achievement in areas related to credit accumulation and performance on Regents exams compel us to set an attendance goal focused on a subgroup of students that will help us to develop more effective school-wide practices for supporting satisfactory attendance of all students.

We selected a target group of 45 students identified as chronically absent as of November 2014. The average attendance rate of these students is 83.7%. Achieving our goal would move the average attendance rate of these students up from chronically absent attendance (80% -88%) to at-risk (89% - 94%) attendance as per the criteria outlined on the CA tool.

Providing targeted support for this group of chronically absent students will help to develop a school-wide culture of good attendance.

#### **Instructional Strategies/Activities**

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

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

1. We have partnered with The Madison Square Boys and Girls Club this year to collaborate on providing incentives and mentoring supports for all students.
2. We will develop and implement a success mentorship program that will ensure assignment of each student identified in our target group as CA to an attendance mentor.
3. The Children's First Initiative (CFI) Team will focus on nine 11<sup>th</sup> grade students that are presently at-risk of dropping out of school due to lack of academic success also identified as CA.
4. To celebrate success, students that have 95% and above attendance each month will be rewarded with a dress down pass.
5. We will utilize our existing 10 Clubs that meet after school at least once a week to review and address attendance records of all students.

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

1. Attendance coordinator will be responsible for tracking attendance of Metropolitan High School students with the attendance coordinator at The Madison Square Boys and Girls Club to monitor attendance numbers.
2. We will assign chronically absent students to mentors that will provide individualized support to students on their attendance and academic progress.
3. The CFI Team members will meet to discuss the success and challenges of targeted students based upon data such as progress reports, teacher anecdotes, one-on-one conferences and low inference class observations.
4. The principal's assistant will monitor monthly attendance for students and issue dress down passes to students that have achieved 95% or higher attendance.
5. Teachers and coaches that coordinate clubs are instrumental in encouraging and monitoring student attendance.

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

1. A monthly review of the CA Tool will show incremental increase of attendance of targeted students.
2. Mentors of students will maintain a log of student check-ins and outreach to parents to discuss attendance needs and/or improvement.
3. The CFI Team will meet, discuss and evaluate the effectiveness of strategies to determine steps for response to student needs.
4. A monthly review of the Report School Attendance List (RSAL) will be an indicator of the effectiveness of attendance incentives school wide.
5. Correlation of attendance data in after school clubs with regular school attendance will inform attendance trends.

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

1. December 2014 - June 2015.
2. December 2014 - June 2015.
3. September 2014 - June 2015.
4. September 2014 – June 2015.
5. October 2014 - June 2015.

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

1. The school will pay the annual membership fee for all students to the Madison Square Boys and Girls Club.
2. Mentors will use their Circular 6 period to meet with students.
3. The CFI Team will convene meetings on Fridays first period.
4. The principal's assistant will issue attendance dress down passes to students and attendance certificates.
5. Club advisors are paid per-session and Public School Athletic League (PSAL) coaches are paid via PSAL.

***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).

1. As per our PIP, parents will be informed of our incentives, partnerships and goals at the School Leadership Team (SLT) meetings and PTA meetings.
2. The CFI Team will conduct a parent summit focusing on the issue of Chronic Absenteeism.
3. Regular outreach by attendance mentors to families to provide updates on student attendance.

***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.
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### **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.
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### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>4. Timeline for implementation and completion including start and end dates</b>
5.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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).
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### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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.

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

1.

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

1.

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

1.

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

5.

#### **6. 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Double periods of ELA in 9th and 10 <sup>th</sup> grade and tutoring	ESL support services- during the school day and after-school tutoring	During the school day and after school
<b>Mathematics</b>	Double periods of Math in 9th and 10 <sup>th</sup> grade- and tutoring.	Double periods of Math in 9th and 10 <sup>th</sup> grade- during the school day, and Tutoring after-school and/or during Lunch.	During the school day and after school
<b>Science</b>	Tutoring and ESL support services for Science.	Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes.	During the school day and after school
<b>Social Studies</b>	Tutoring and ESL support services in Social Studies	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling- during the school day for mandated counseling students as well as other students at-risk	Students will receive small-group or one to one counseling during advisory and health classes and in the counselor's office as scheduled	During the school day

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

- A. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

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

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

Mentoring: New Teachers are assigned a peer mentor and interactions are logged.

**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).

Professional Development:  
Professional development is chosen in several ways. When there is a school-wide or departmental initiative, teachers as a group may need training (Skedula, Achieve 3000, APEX, iLearn). The School-Based Staff Development Committee (SDC) will collaboratively review, consider and help develop the School-based professional development that is offered during the professional development period. Frequently a variety of professional development is made available through our CFN network. This may pertain to a City-wide initiative (Common Core State Standards, Special Education reform). Teachers also seek their own professional development opportunities on topics they are particularly interested in or related to their content area.

**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.).

School funding is used appropriately for academic intervention services, tutoring as well as counseling support. Support services in place at the school serve many purposes at once. For example after-school tutoring or counseling concurrently support students in temporary housing, English Language Learners or students with disabilities. Funds used for advisory programs can meet the needs of a wide variety of students as well. We do our best to coordinate all resources including federal, state and local funding sources to meet the intent and purpose of those programs while addressing the needs of our entire student population.

**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.

Teacher representatives selected by both administration and the UFT chapter leader participated in Measures of Student Learning (MOSL) professional development training and later met with the entire staff to discuss available assessments. In addition, within each department teachers discuss and share various ways to assess learning within the content areas and how to modify curriculum based on the data gathered through assessment. During Conference days, and Professional development days teachers have the opportunity to share best practices around assessment. Assessments are also discussed by administration in pre and post observation meetings.

**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.

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**Parent Involvement Policy (PIP)**

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, The Metropolitan High 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 12X251**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$304,347.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal	\$3,496.00	X	See action plan
Tax Levy (FSF)	Local	\$2,383,414.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

### B. Language Allocation Policy Team Composition [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 <b>Carla Theodorou</b>	Assistant Principal <b>Andrea Riley</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Candida Tejada/ESL Coordinator</b>	Guidance Counselor <b>Marjorie Allen</b>
Teacher/Subject Area <b>Frederick Park/ESL teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Stacy Ross/ELA teacher</b>	Parent Coordinator <b>n/a</b>
Related Service Provider <b>n/a</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>n/a</b>	Other <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>313</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>21.41%</b>
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										28	18	11	10	67
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	28	18	11	10	67

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	14
SIFE	11	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	24

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	21	5	2	22	3	5	24	3	7	67

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		
<b>Total</b>	<b>21</b>	<b>5</b>	<b>2</b>	<b>22</b>	<b>3</b>	<b>5</b>	<b>24</b>	<b>3</b>	<b>7</b>	<b>67</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										28	17	9	8	62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													2	2
Haitian														0
French											1	2		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>28</b>	<b>18</b>	<b>11</b>	<b>10</b>	<b>67</b>								

## 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)										9	1	0	0	10
Intermediate(I)										12	9	7	6	34
Advanced (A)										7	8	4	4	23
Total	<b>0</b>	<b>28</b>	<b>18</b>	<b>11</b>	<b>10</b>	<b>67</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										3	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	43			
Integrated Algebra	29		6	
Geometry	22		1	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	32		1	
Living Environment	25		1	
Physics				
Global History and Geography	38	3	1	
US History and Government	31	5	3	
Foreign Language	25		8	
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.  
Early literacy of ELLs are obtained through the LAB-R, the Spanish LAB and the Wilson Just Words test. As of February 1, 2014 the LAB-R will no longer be administered; potential ELLs will be taking the NYSITELL. We have recently begun assessment after initial placement of all students, including English Language Learners using Achieve 3000 which is part of the core instructional program.

Results from Achieve 3000 indicate that LEPs need extensive support in reading and writing. With these assessments we are able to adjust instruction to meet the literacy levels of our students. The data helps Metropolitan staff to choose reading materials and resources based on what is most comprehensible to our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Patterns across proficiency levels show that the majority of our ELLs are below grade in literacy. Patterns show that our students perform lowest in reading and writing on the NYSESLAT. Our students score higher on the listening and speaking section. When NYSESLAT scores are released, the ESL department (Candida Tejada, Frederick Park and Stacy Ross) meet to review data and assess patterns in scores. With this information, the ESL department shares the information with the rest of the staff at The Metropolitan High School. This data is analyzed during the two days of school before students attend and the information is reviewed for patterns in scores.
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](#))

Students' NYSESLAT scores imply that more explicit instruction in English, as a Second Language must take place in reading and writing. It is evident that most of our ELLs are at an Intermediate and Advanced levels of proficiency. Additionally, students must master these skills in order to produce complex compositions that are needed for New York State Regents Exams. Students need to receive rigorous instruction in comprehending principles and concepts in content area as well. Academic language is also planned and implemented after careful review of data gathered from DYO periodic assessments that are linked to common core standards, Regents, NYSESLAT and teacher prepared assessments. Each teacher has a data binder that is utilized in keeping records as well as planning for differentiated instruction to meet the needs of all our students.

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?

ELL periodic assessment has been used to inform the instructional planning of teachers. It identifies the standards and the skills that our students are proficient on and indicate the areas for improvement.

A) The results have the following implications

- The results indicate that we need to increase the opportunity for students to engage in literacy
- Students need to be exposed to literacy in all subjects areas
- Additional professional development is needed to help teachers differentiate instruction for the different levels of proficiency.
- Parents and students need to be more informed of the importance of sitting for the exam.
- Non- ESL teachers need additional professional development on implementing ESL strategies in their lessons.
- ELL students are scheduled for a special writing course in order to help them improve composition skills and gain mastery over

grammatical and mechanical structures.

- ELA/ESL teachers provide students with intensive preparation for the two writing tasks on the ELA Regents Examination.
- Students do not take exams in their native language since all courses are taught in English. We do use supplemental resources in their native language when necessary.

B) A special component of our program is that ESL teachers, co-teach students' subject area classes, as literacy and ELL specialists. In this fashion, they are able to provide students with content-area support in reading and writing and, when necessary, to help content-area teachers diversify instruction in order to address the needs of English Language Learners. Differentiating instruction incorporating the balanced literacy model, Point of Entry, hands on approach and modeling strategy. We focus on writing skills (phonics, grammar, syntax and language mechanics), Collins Writing Program and Wilson Just Words. Increasing the success of ELLs in the classroom and on assessments will only occur through wide collaboration.

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

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Content and ESL teachers work together to set content and language objectives within the unit in order for ELLs' to grasp the lesson. It is important that these objectives are explicitly reviewed at the beginning and at the end of class using strategic introduction of content vocabulary, literacy instruction and hands-on manipulative.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A : We do not have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of programs are measures using growth on NYSESLAT and Regents exam. While it is good to examine final outcome, we must be mindful of where the students started out and the progress that he/she is making. We also conduct informal interviews with students to discuss their happiness level at The Metropolitan High School.

## 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](#).)  
Parents of students who are new to the New York City Department of Education public school system and who are registered at The Metropolitan High School are administered the Home Language Identification Survey (HLIS) to determine if another language other than English is spoken at home. Parents who are native Spanish speakers are accommodated by bilingual English-Spanish staff members (Candida Tejada, Milly Lopez). If the native language is a language other than Spanish, the resources provided through the Translation and Interpretation Unit are utilized, including the "I Speak Card". A Translator will be called and if necessary, a meeting will be scheduled at another time when a translator can be in attendance at The Metropolitan High School. The completion of the HLIS is supervised by the ELL coordinator/licensed ESL teacher –Candida Tejada who speaks English and Spanish. If it is determined that the a language other than English is spoken at home , the student is then administered the Language Assessment Battery (LAB-R) within 10 days of enrollment in the school. As of February 1, 2014 the NYSITELL will take the place of the LAB-R. The ESL Corrdinator will administer the HLIS, LAB-R and conduct an informal interview with the family of the newly enrolled student to ensure placement in the proper language program. Students are identified as LEP if they score at the beginning, intermediate or advanced level. These students are then considered 'entitled' as is evident by the RLER report, and are administered the NYSESLAT until they test out by scoring at the proficient level. Entitled students are administered the four componets of the NYSESLAT yearly until they score proficient. Spanish speaking students will be given the Spanish LAB , also administered by Candida Tejada whom is TESOL certified NYS pedagogue. We have not administered the Spanish Lab-R, but going forward, we will administer this assessment if the need arises. The intake team consists of Milly Lopez, pupil personal secretary and bilingual English-Spanish, Candida Tejada ESL Coordinator/teacher. Candida Tejada and Milly Lopez are both fluent in Spanish to assist in the intake process.
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.  
When the NYSESLAT results are released, ESL teachers and the Assistant Principal review and analyze the results and make program determination. Students who are proficient are placed in English classes, but they are informed of the support services that remain in place for them. Entitlement and enrollment letters are mailed home to parents in the various native languages with our contact information. The ESL Coordinator/ESL teacher-Ms. Tejada is instrumental in describing the three program choices to parents in native languages. This process is carried out in enrollment because of the trend of parents not returning for the information session. Parents view the video of the three choices in their preferred native language to get a better grasp of the three instructional programs that are available to them. When we reach the required number of students in a grade level who requested a TBE/DL program, we will conduct outreach to all the parents who had selected those programs. Parents complete program selection form after they have viewed the video and have relevant information about the three instructional programs. We only offer the Freestanding ESL program at our school since that is the only demand we have at this time. If we do have a parent that would like their child to be placed in a TBE or DL program we assist them in finding a school where the program they are interested in exists.
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 [\[see tool kit\]](#).)

Parents complete program selection form after they have viewed the video in house and have relevant information about the three instructional programs. Entitlement letters are sent out to parents based on LAB-R scores. The ESL coordinator mails them out to parents. Copies of entitlement letters are maintained in a binder in the ESL office. Continued Entitlement letters are distributed through the mail in late September based on the (RLAT) ATS report. The ESL coordinator also sends these out. Copies of distributed letters are kept in the same administrative binder as the Entitlement letters in the ESL office. All letters are sent home in parents' native language. Native language letters are obtained through the Translation and Interpretation Unit.

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.  
Students of limited English Proficiency are entitled to bilingual education, dual language or English as a Second Language (ESL) programs. Parents of eligible students have the right to choose the program for their child. Parents found to be limited English proficiency attend an orientation session where the the different second language programs offered within the NYCDOE are explained. The ESL Coordinator conducts the Parent orientation meetings. Parents are shown a video that explains all three programs and brochures are handed out explaining the three programs. Brochures are in the parents' native languages from the Translation and Interpretation Unit. After all three programs have been explained, program selection letters are distributed to parents at the orientation as well as mailed to the homes of eligible students. In the end of September, entitlement and continued entitlement letters are mailed to the parents/guardians of respective students. To ensure that signed letters are returned, the ESL department is proactive in contacting the homes of students who have not returned the Program Selection form and inviting parents in to the school for a one on one conference to discuss any concerns they may have. Students with limited English proficiency who attend The Metropolitan High School opt top receive ESL instruction; it is the only program offered. Whenever a new student enrolls at The Metropolitan High School the program selection information is made available to the parents and a parent orientation is arranged to familiarize the parents with the NYCDOE and the ESL options available to the student. Program Selection and Parent Survey forms are collected and stored in a data binder in the ESL office.
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.  
All English Language Learners take the NYSESLAT each year. The test is administered by Candida Tejada, Frederick Park and Stacy Ross. Candida Tejada and Frederick Park are certified TESOL pedagogues. Stacy Ross is currently working on her TESOL certification and is an ELA pedagogue. The NYSELAT is scheduled during the students' regular school days and all proctors work diligently to make sure all eligible students are given all four sections of the exam. Eligible students are determined using the RNMR and RLAT reports through ATS. The reading , writing, and listening section are given in groups in vacant and separate classrooms while the speaking section is given individually to students using the ESL office at The Metropolitan High School. All students taking the NYSESLAT are exempt from classwork to ensure testing will not affect their grades. Teachers are notified via email that the student will miss the specified classes and the student's exemption from class is coded in our intraschool attendance system (SKEDULA).
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The program model at the Metropolitan High School is aligned with parent request. Interviewing the Parent Survey and the Program Selection forms for the past five years, the trend at our school is Free Standing English as a Second Language. Parents of language learners are able to witness growth in the acquisition of English as a second language by working alongside native speakers in a classroom environment. The Program Selection forms have come back reflecting a preference to "Free Standing ESL" rather than Bilingual or Dual Language. In the past, three forms came back with another option chosen. When that happens the norm is to call the parent in, and explain their options once again. Parents are explained that our school currently only has a Free Standing ESL program, so if a parent still prefers their child to be in a bilingual/dual language program, then our department contacts schools located close to the students home that fits the parents' preference amd our department assists in transferring the student to a school with the program model that the parent prefers. As the Metropolitan Hign School continues, our population grows , yet "Free Standing ESL" program is still number one choice. We plan to continue our program as is in the future. As parents request a "Free Standing ESL" program we continue to offer that program to our students.

## 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])?

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

B. Students are heterogenously mixed by level of English Language proficiency but homogenously mixed by grade level. The ESL teachers are organized to push in and co-teach classes with many LEP students. Students are organized into these classes to ensure they are being given the adequate amount of service as well as being in a classroom that is supportive for their learning. Teachers in both models work with ELLs to ensure language acquisition as well as understanding and knowledge of the content area.
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)?

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

English Language Learners at Metropolitan High School receive 100% of instruction in their target language (English). Content area teachers continually receive professional development on how to address the needs of language learners and differentiation of instruction in their subject-area. In order to address the levels of ELL subgroups, teachers utilize the hands on approach and point of

entry during instruction, which emphasizes modeling and guided practice. English Language learners are provided with tiered materials in literacy classes and native language resources for contents such as mathematics, science and history when available and according to their individual needs. Content area instruction is delivered in English by fully certified content specialist. Certified ESL teachers push in to some content area classes to provide language support for LEPs. Teachers make use of bilingual glossaries and dictionaries to assist in making content comprehensible.

ESL, Mathematics, Social Studies, Science teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding is another strategy that is used by ESL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is used to enhance the learning experience of students ; Achieve 3000 is used to assist in the delivery of differentiated instruction. The primary goal of this program is to provide nonfiction reading at various reading levels. This ensures that all students regardless of their proficiency level can read and respond to the same text. There is fidelity of implementation with this program.

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

We do not offer a Bilingual or Dual Language program therefore students are not evaluated in their native language.

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

To ensure that all ELLs are appropriately evaluated in all modalities the NYSESLAT scores are taken into consideration in order for the content and ESL teacher plan accordingly. The lessons are created in order to ensure that all the needs are covered for our ELL population.

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 the program models, SIFE students are mixed heterogeneously in classes. Our instructional plan for SIFE students includes intensive differentiation using the Achieve 3000 program. They are also provided with additional resources to help them catch up on any material missed. Teachers use differentiated instruction and scaffolding with individual students to level instruction and student work appropriately. SIFE students are encouraged to attend The Metropolitan High School's after school tutoring and homework help program for additional support.

b. Newcomers are mixed heterogeneously in classes as well. They are given native language resources, when available, to help them in content comprehension. Their assignments are modified to be appropriate to the English language level. If available, they work side by side with a more proficient English Language learner whom shares a common native language with the newcomer. Newcomers are also encouraged to attend the Metropolitan High School's after school tutoring and homework help program. Graphic organizers and writing templates will be used to help students organize and develop emerging writing skills. Teachers will help students to build schema as a foundation for new language and content. Vocabulary development through the use of glossaries, word wall and Achieve 3000 will continue to be a focal point of ESL instruction.

c. English language learners that have been receiving services for 4-6 years are encouraged to attend after school tutoring and homework help at the Metropolitan High School. English language learners that have been receiving services for 4-6 years are given work that focuses on English reading and writing, according to the RMNR scores obtained through ATS.

d/e. The administration and teachers recognize that there is a special challenge with long term LEPs and former ELLs. Our instructional approach serves to encourage language proficiency as well as to offer them opportunities to take advanced courses. Students are offered rigorous regents prep classes in Mathematics, Sciences, Social Studies and English Language Arts. LTE's and former ELLs are given access to NYS Regents preparation through Castle Learning (an online test prep system) to improve their performance on Regent exams. Students take the PSAT and are encouraged to take SATs. The college expectation is extended to LEP and former ELL students; they are expected to apply to college, complete financial aid application and attend college fairs. We are considering testing long term LEPs by themselves to reduce the frustration of taking the test "again" with newcomers. Guidance Counselors and ESL teachers will provide one to one motivational conferences with long term LEPs and former ELLs.

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?

ELL-SWDs are taught in heterogeneously mixed classes. ESL and content teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding (graphic organizers, writing templates, modified writing prompts) is another strategy that is used by ESL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is

used to enhance the learning experience of students; Achieve 3000 is used to assist in the delivery of differentiated instruction. The primary goal of this program is to provide nonfiction reading at various reading levels. This ensures that all students regardless of their proficiency level can read and respond to the same text. There is fidelity of implementation with this program. All LEPs receive the mandated two activities per week. We will continue to follow the IEP mandates for instruction and testing. ELL-SWDs whose IEP mandates bilingual instruction are served as per DOE policy of having a bilingual para.

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?

ELL-SWDs are placed according to their language and IEP needs. They are serviced by special education teachers, as well as ESL teachers. ELL-SWDs are placed in the least most restrictive environment in order to make classrooms as inclusive as possible. Most ELL-SWDs are placed in classes that adhere to the collaborative team teaching model. They are mixed heterogeneously with peers that do not have learning disabilities. There are two teachers in the classroom. When a self-contained class is the least restrictive for the ELL-SWD, the self-contained class is serviced by the Special Education teacher as well as the ESL teacher.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

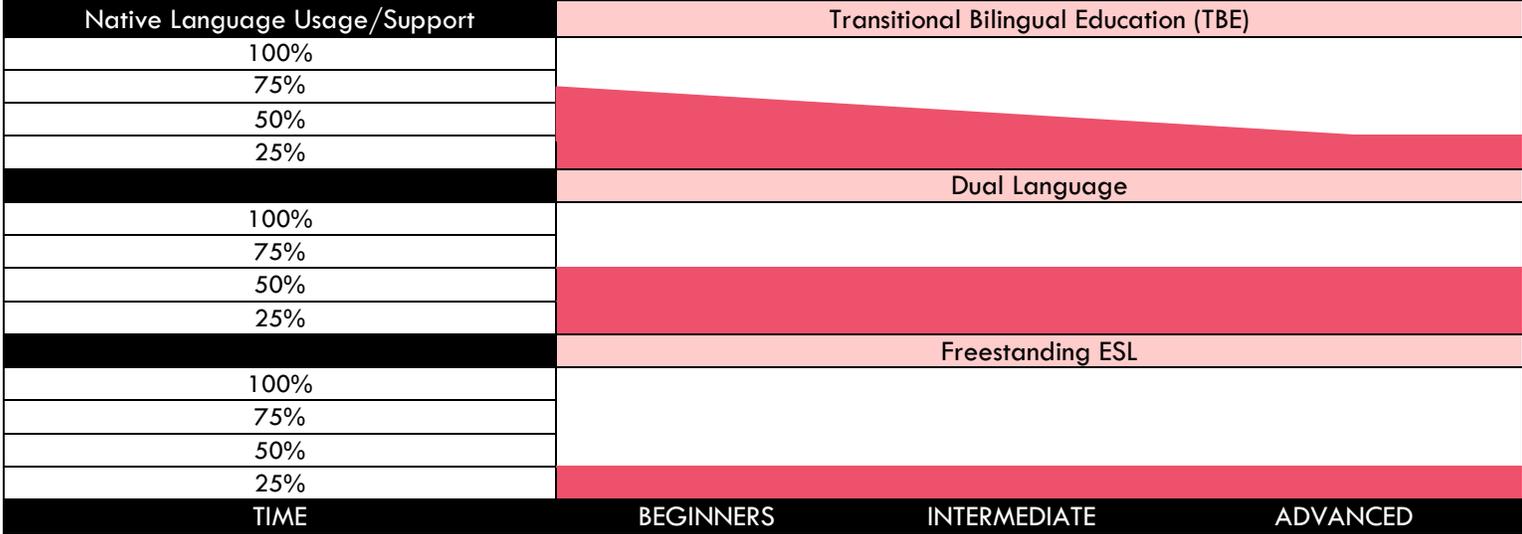
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention for ELLs in ELA is done through Achieve 3000 which is given each day apart from the ELA literacy instruction students receive as well. ELLs are able to increase their own literacy skills through independent reading. Independent reading is done on a daily basis. ELA classrooms offer varied text of all levels and languages. Based on the student's performance on the reading/writing modalities on the NYSESLAT, the student is encouraged to choose an appropriate independent book from the options of bilingual books, native language books, graphic novels and English novels. Currently, the classroom libraries contain books in English, Spanish, French and Arabic. The ELA teacher uses differentiated instruction through supplemental texts and modified assignments to give the ELLs full support in the classroom. Content teachers are well aware of the ELLs and the levels of the ELLs in the class. Content teachers work with ESL teachers to learn new strategies for incorporating vocabulary and literacy into the math classes. History and Science classes are serviced by content teachers alongside ESL teachers to help ELLs succeed in content comprehension as well as their English language proficiency. Native language materials and resources are provided for students when available. ELLs are able to take the NYS Regents (with the exception of the ELA) in their native language. They are provided with a glossary for all NYS exams. All ELLs are encouraged to attend after school homework help and tutoring. There is an ESL teacher whom conducts afterschool tutoring at least once a week that is fluent in Spanish and English; therefore can assist the native Spanish speakers with homework help in their native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At this time our ESL push-in model is working effectively with our ELL population. Our content and ESL teachers work collaboratively together in order to adapt the lessons to meet the needs of our ELL learners. Teachers ensure that the content and language objectives are being met in all classes. This collaborative effort ensures that that all students benefit from the peer support and teacher support as well.

11. What new programs or improvements will be considered for the upcoming school year?

For this upcoming school year, The Metropolitan High School is using ACHIEVE 3000 to improve in English acquisition and academic writing, in overall to obtain literacy proficiency. We also offer afternoon tutoring four times a week. Attendance is high at after school and ELLs are very successful in completing assignments and making up missed work during these sessions.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

The Metropolitan High School uses Title III funding to support an ESL Afterschool Academy for homework help and tutoring. The program is available Monday thru Thursday for an hour and a half after school. Attendance is encouraged. Content teachers give extra credit to students who stay to obtain additional support. SIFE and Long term ELLs are encouraged to participate in the after school tutoring services and extracurricular activities available to them. The Title III afterschool program provides ELLs homework assistance and tutoring in Mathematics, Science, History and English. ELLs reaching proficiency on the NYSESLAT are provided continual support through our program model and afterschool program. They continue to receive extended time on assessments, both state and teacher created for additional two years.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

The instructional materials used by our ELLs are as followed:

- English/Reading Comprehension: leveled novels of various genres, Collins writing model and ACHIEVE 3000 using the Common core Standards
- Mathematics: Common Core Standards
- Science: Living Environment, Chemistry Earth Science and Physics; teacher created units of study using the Common Core standards
- History: The Key to Understanding Global History, The Key to Understanding American History using the Common Core Standards

- Dictionaries in Spanish and English, Arabic and English, French and English, English to English, Spanish to English translators.
- Every classroom has access to computers and a SmartBoard.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

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

18. What language electives are offered to ELLs?

Currently, Spanish is the only language elective offered to our students. ELL students that score high enough on a school wide spanish assessment are placed in AP Spanish course.

19. For schools with dual language programs:

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

N/A

## 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. All pedagogues at the Metropolitan High School are certified in their content area of specialty. The Metropolitan High School and our network offer a variety of Professional Development (PD) for ELL personnel. These PD sessions are aligned to the goals and the needs of the school. ESL teachers participate in various workshops throughout the year offered by the Office of English Language Learners. PD is also offered based on the individual goals that are set by teachers. ESL personnel are required to participate in PD on differentiation strategies; this includes the use of Achieve 3000. Teachers are encouraged to attend PD on the use of the SmartBoards to make lesson more interactive.

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

**Differentiated instruction:** A teaching philosophy based on the premise that teachers should adapt instruction to meet the different needs in our classrooms. Teachers are learning to meet students varying readiness levels, learning preferences and interests.

**Collins Writing:** A research based strategy that requires students to self-edit as well as peer-edit their writing. It enables teachers to evaluate students on Focal Content Areas (FCA). The strategy is enforced across all the content areas.

**Achieve 3000:** To improve in English acquisition and academic writing, in overall to obtain literacy proficiency

Teachers are required to use ARIS Learn to complete a self assessment and participate in individualized PD to improve growth areas

2. ELL teachers are supported in house as well as out. There are constant workshops that are conducted to facilitate the incorporation of the Common Core Learning Standards in our lessons. It is encouraged for all teachers of ELLs to attend workshops conducted by OELL as well.

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

4. The school encourages inter-visitation among pedagogues during professional periods to learn different techniques and strategies in the delivery of instruction for ELL subgroup, to comply with the Jose P requirement of 7.5 hours. TESOL certified ESL teachers also turn key information to non ESL teachers during in house professional developments. ESL teachers are available for co-planning with content teachers in order to make a more successful learning environment for all students. We also conduct monthly mandatory professional workshops for all teachers especially designed for our ESL and SPED teachers that consists of learning different techniques and strategies in order to assist our ELLs in learning.

## 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. As a school, we recognize that many parents of ELLs find involvement with their child's school to be frustrating and challenging at times. Because of this, our school is extremely dedicated to building relationships with parents that will increase student achievement. This joint effort requires extensive outreach and ongoing process through which parent-school communication can happen. At our school we have a Community Associate who encourages ELL parent involvement in our Parent organization. We have a semi-annual ELL parent meeting in which parents are informed of their children's options and given the chance to ask questions and voice any concerns they may have. Our school also offers parents a variety of workshops where they can become aware of the challenges their child faces and how to best assist him/her. Parents are notified of the translations services available to them. All notifications sent to parents/guardians are written in the main languages spoken at our school.
  2. The Metropolitan High School maintains partnerships with the following community based organizations: Community Healthcare Network, Monroe College, Bronx Community College. Monroe College and Bronx Community College after college preparation workshops to both parents and students. The Community Healthcare Network workshops for parents on health related issues concerning their children. They also offer free or low cost medical services to parents/students of our school community.
  3. Parents' needs are evaluated through the parents surveys, discussions at Parent Teacher conferences and communication during Parent teacher conferences. The parental involvement activities reflect the feedback the school receives on parental needs. The Metropolitan High School does not currently have a parent coordinator. The Metropolitan High School uses the PTA meetings as an opportune time to hear parents and their preferences. The Metropolitan High School also has an advisory system that encourages communication between parents and advisory teachers.
  4. The Parent Teacher Association meets once a month and is made up of parents, teacher and the principal, Dr. Carla Theodorou. the needs of the parents are discussed at these meetings. The Metropolitan High School also encourages communication between staff and parents. Parent-techer conferences are scheduled throughout the year when necessary, not just the assigned nights by the NYCDOE.

## 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: The Metropolitan High School

School DBN: 12X248

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
CARLA THEODOROU	Principal		11/14/13
ANDREA RILEY	Assistant Principal		11/14/13
	Parent Coordinator		11/14/13
FREDERICK PARK	ESL Teacher		11/14/13
	Parent		11/14/13
STACY ROSS/ELA	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
MS. MARJORIE ALLEN	Guidance Counselor		11/14/13
	Network Leader		1/1/01
CANDIDA TEJADA	Other <u>ESL coordinator</u>		11/14/13
	Other _____		1/1/01
	Other _____		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: **12X248** School Name: **The Metropolitan High School**

Cluster: \_\_\_\_\_ Network: **CFN 206**

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

**Part A: Needs Assessment Findings**

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

The data used to determine our school's written language and interpretation needs was derived from ATS and LAP data. According to our most recent LAP, the predominant language of our ELL population is Spanish. Of the 67 ESL students at The Metropolitan High School, 62 of these students' home language is Spanish. The other 5 are French and Arabic.

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

According to our most recent LAP, the predominant language of our ESL students is Spanish. Of the 67 students in The Metropolitan High School, 62 of them home language is Spanish. The other 5 are French and Arabic. The data indicates that there is a need to provide translation and intpretation services to 22% of our parents. The findings will be discussed at our next faculty conference and teachers will be reminded that written communication to parents must be done in English and the preferred native language.

## Part B: Strategies and Activities

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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.

Translation service is provided to parents according to the language needs of the parents. Upon entry into the school, the home language need is ascertained using an informal interview. If the home language is other than English, the parents are provided with documents such as the Home Language Survey, the video of the three programs and the program selection form in their native language. (This is outlined in our LAP document.) Communication about entitlement, continuation and non entitlement letters are mailed home in English and the requested home language.

Documents are translated in the preferred language as indicated by the families. All parents will be provided with an English version as well as the alternative language. Most documents are translated by members of our staff. Staff also provide oral translation services. There are staff members who can provide services in Spanish- the dominant language of our student population. External translation services are used for languages such as Arabic from the DOE Translation and interpretation unit . The school will provide translated documents to parents that contain individual, student-specific information regarding, but not limited to a student's health, safety, legal or disciplinary and entitlement placement in ESL and Special Education.

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.

When Families and students indicate the need for oral translation services, this need will be met by the school. In-house staff members are available to provide translations services in Spanish and French. When members of staff are unable to provide oral translation services, translation services is requested from the DOE Translation and Interpretation unit. The school will make use of in person translation service or on the phone translation, depending on the need.

The school will provide oral translation service at all parent gatherings. This includes Parent Teacher Conference, Parent Association meetings, workshops for parents, orientation, academic intervention conferences and guidance conferences.

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>.

The Metropolitan High School believes that parent involvement is central to the success of students. In light of this, we will attempt to provide a welcoming environment for all families regardless of English proficiency. All students and their families are informed of the interpretation and translation services provided by the school. Critical documents are translated; these include Home Language Surveys, Program selection, academic policies, promotion criteria, guidance related letters, placement in Special Education and ESL, disciplinary letters.



**Department of English Language Learners and Student Support**

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 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: The Metropolitan High School	DBN: 12X248
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: _____
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: 2  
 # of certified ESL/Bilingual teachers: 2  
 # of content area teachers: \_\_\_\_\_

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: Rationale: The Metropolitan High School is a small school in its ninth year. We currently have 78 ELLs, (73 Spanish, 1 Arabic, 3 French and 1 Wolof) all of whom participate in a Freestanding ESL program. Our ESL teachers work in collaborate team teaching models in ELA. Both ESL instructors also push into content areas to work with ELLs in small learning groups and service each student as per the minutes mandated by the New York State according to level. This year we have also incorporated into our curriculum an ESL inclusion class especially targeted for our Beginner and Intermediate ELLs' in the 9th and 10th grade level.

Subgroups and grade levels of students to be served: There are 78 students in our ESL population.

There are 26 (9th graders), 30 (10th graders), 15 (11th graders) and 7 (12th graders).

ELLs BY Subgroups	All	SIFE	SWD
ELLs (0-3 yrs)	20	5	1
ELLs (4-6 yrs)	24	3	2
ELLs (completed 6 yrs)	34	4	13

Schedule and duration: The administration of the Metropolitan High School is proposing to utilize Title III funds by providing an after school program for ELLs four times a week, Monday thru Thursday. This program will provide enrichment in a small group setting in English literacy and content instruction through homework assistance. Regents test prep and language development games. There will be different learning stations providing students varied activities according to need and interest. The Metropolitan High School will strongly encourage certain students to attend based on demonstrated need and teacher recommendation while remaining open to English Language Learners. ELLs that attend will receive additional credit in their core content classes for attendance and participation in the ESL After School ELL Academy. The program began in September 2014 and ends in May 2015. The ESL After School ELL Academy will begin once again in September 2015 and end in May 2016, Monday through Thursday from 4-5:30 pm.

Language of Instruction/Types of material: Our ELLs are held to high expectations and given high support

### Part B: Direct Instruction Supplemental Program Information

to meet them. The ESL teacher provides the ESL students with the necessary support of ESL instruction. The ESL teachers employ ESL methodologies in order to assist the students in the content area they are having difficulty in. The ESL teacher meets with ESL students and assists them in various techniques to use in studying and learning in the targeted language. At times students are also paired up with other ELLs' in order to establish a cumulative effort to reap the benefit of peer support in every tutoring session; our ELLs practice speaking, listening, reading, writing and revising their work alongside their peers. The primary language of instruction will be English. Native language support (see materials) will be used to make content comprehensible to students. This dynamic not only makes everyone feel part of a learning community but also builds students confidence, which increases risk-taking and accelerates growth and development.

# and type of certified teachers: Two fully certified ESL teachers will provide instruction during the after school program.

Materials: The variety of instruction materials will be used in aid in language acquisition and making content comprehensible. ACHIEVE is used in differentiating online instruction to improve students' reading and writing skills, in the targeted language. The ESL teachers and students will also utilize CASTLE Learning an online resource which uses assessments aligned with the Common Core. Both online sources are used to build vocabulary development and writing skills. NYS approved bilingual glossaries will be used by students to help with comprehension.

### Part C: Professional Development

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

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

Begin description here: The teachers at The Metropolitan High School currently participate in professional development series offered by the Office of English Language Learners. This year we will continue to foster pedagogical growth through these professional developments as well as foster pedagogical growth of our content area teachers. The Metropolitan High School will send both ESL teachers to QTEL-Building the Basics. The ESL teachers will attend the QTEL-ELA workshop series in August of 2015. These workshops are conducted as a series of four to five sessions. ESL instructors will also attend other Professional Development opportunities as they are announced throughout the year. This information will be essential and will be shared to the remaining staff in order to improve teaching and learning across all content areas during in school Professional Development workshops and staff meetings.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parental involvement is paramount to student success. We recognize that many of our ELL parents find involvement with their child’s school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. Parents will be encouraged to take part in workshops on various issues that will educate parents on how to participate in the educational process of their children.

Notification: Letter will be sent to parents in their preferred language. Telephone messenger will be used to notify and remind parent weekly about the institute; the messages will be translated as needed.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____