

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K647

School Name:

METROPOLITAN DIPLOMA PLUS HIGH SCHOOL

Principal:

MERI YALLOWITZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Metropolitan Diploma Plus High School School Number (DBN): 23K647
Grades Served: 9-12
School Address: 985 Rockaway Avenue, Brooklyn, NY 11212
Phone Number: 718-342-6249 Fax: 718-342-6329
School Contact Person: Meri Yallowitz Email Address: myallowitz@schools.nyc.gov
Principal: Meri Yallowitz
UFT Chapter Leader: Tashena Heath
Parents' Association President: Marian Villaruel
SLT Chairperson: Lazarine Guevara
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jeanette Borington
Student Representative(s): Natasha Myles
Kadeem Guevara

District Information

District: 23 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn, NY 11212
Superintendent's Email Address: Lrobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: 718-778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501, Brooklyn, NY 11201
Director's Email Address: Bfitzger2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meri Yallowitz	*Principal or Designee	
Tashena Heath	*UFT Chapter Leader or Designee	
Marian Villaruel	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sharon McLeod	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Natasha Myles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kadeem Guevara	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judith Caputo	Asst. Principal/ Staff	
Sherron Andrews-Pellew	UFT/Staff	
Nicole Berman	UFT/Staff	
Lazarine Guevara	Parent/Parent	
Marcia Myles	Parent/Parent	
Jeanette Borington	Parent/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

As a transfer school, we are a small, academically rigorous high school designed to re-engage students who have dropped out or are over-age and under-credited for their grade level. Our school is designed to create a personalized learning environment and provide connections to college or other post-secondary options. Students graduate with a High School Regents Diploma and a firm post-secondary plan.

Our Mission:

Metropolitan DP HS is a learning community where adults are committed to supporting students' potential as they reconnect to education and embark on paths filled with opportunity. Metropolitan's focus is to make academics relevant through real world experience and offer challenges that provide knowledge, choice, and positive outcomes. Activities are facilitated to expand their career and college opportunities.

Our Vision:

The Metropolitan Diploma Plus High School community shares the passion and vision of successfully addressing the needs of the over-aged, under-credited youth. We aim to reach young people who face personal, educational, and economic challenges which make success in a traditional high school setting difficult. We recognize our students' potential and challenge ourselves to build a learning community to support their efforts as they reconnect to their educational aspirations. Our school will address both the academic, emotional and social needs of transfer school students.

The primary goal of Metropolitan Diploma Plus High School is to graduate students who are career and college ready, that is, prepared with the habits of mind and skills to thrive in a dynamic and competitive labor market. This instructional model will be supported through the principles of Youth Development: caring and trusting relationships with adults and other young people, high expectations, youth participation, and engaging learning experiences in and outside of the classroom.

Our partnership with New York Mission Society New York City Mission Society's Learning to Work (LTW) program supports students in their studies and prepares them for success in college and the work world. The LTW program provides four main services: 1) student support, including counseling, workshops, tutoring, and cultural activities; 2) college guidance and preparation; 3) job skills development and career exploration; and 4) supported internships. The principles of youth development are what make transfer schools and their partnership programs successful with the population of disconnected youth. At a transfer school, youth development is infused in the educational and training programs. Some of the key principles of youth development practices include: relationships with caring adults, supportive environments that value youth voice and opportunities for youth to contribute. This approach views youth as assets, rather than deficits and instills a sense of hope in young people who previously have been underserved or overlooked by the traditional system. Using youth development principles as the building blocks of education allows for young people and their needs to drive the organization and structure.

The elements of the Framework for Great Schools that our school has made the most progress in over the past year include: Collaborative Teachers and Rigorous Instruction

Collaborative Teachers: Our school has a current structure with activities in place to inform professional collaborations. Teachers participate in daily common planning time with interdepartmental staff and others outside their discipline. All

common planning time meetings are documented and shared in the school's Google Drive folder. In addition to full staff professional development sessions, by using the Google Drive folder, all staff is able to learn about the work happening across teams. Teams also share documents that have been created and others can give feedback. Some of the documents may include: lesson plans, worksheets, graphic organizers, and scaffolds. Content-area teachers meet regularly and teachers meet across the disciplines as well. For instance, social studies and science teachers plan with English department teachers to align theme, text, and focus-skills. Within the common planning time, various activities occur depending upon their place in the inquiry cycle. For instance, teachers follow a cycle of inquiry during the week in which they are examining different components of planning, resource development, implementation, and reflection. Within the cycle of inquiry, teachers also examine student work by using a protocol to evaluate strengths and deficiencies. Teachers generally select three students (low, medium, high skill level) to examine during week. Teachers then use this data to drive instruction, which is evident in unit plans, lesson plans, and other teacher created materials that are posted and shared in Google Drive. This is one way in which our school is able to ensure the effectiveness of teacher teams and monitor its impact.

Rigorous Instruction: Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. The school believes that if students cannot learn the way we teach, then we much teach the way they learn. The school's instructional focus emphasizes reading and writing grounded in evidence from text. With this in mind, teacher practices take into consideration multiple entry points, supports, and extensions for a diverse group of learners. Classroom structures and routines are also similar in order to create coherence for our students. All classrooms have exemplars, process bulletin boards, word walls, make-up stations, anchor charts for reference, etc. Teachers have also collaborated to promote teaching strategies aligned with our schools focus and the Danielson Framework. Some of these strategies include the use of the CEI (Claim Evidence Interpretation), QFT (Question Formulation Technique), Say/Means/Matter, Accountable Talk Prompts and Metacognitive Stems. These strategies give students the tools they need to develop the speaking and listening techniques necessary for larger class discussions in addition to justifying their responses with evidence and writing argumentative essays.

Additionally, teachers use common instructional practices to promote high levels of student thinking and participation. This instructional coherence is important to supporting students in achieving success and a sense of understanding of what they are learning. Informed by Danielson (3B), teachers use varying questioning and discussion techniques to encourage all students to participate. Teachers have worked collaboratively to develop strategies to teach speaking and listening skills in order for students to prepare for larger whole class discussions formats, including, a Socratic Seminar, Speed Share, Inner/Outer Circle. Asking questions and participating in discussions allows students to think, reflect, deepen their understanding, and challenge their ideas against those of their classmates. As a result, student work products and discussions exhibit levels of thinking. Students participate and demonstrate ownership of their learning by using metacognitive and accountable talk stems. Teacher capacity is built to promote rigorous level discussions and tasks with coaching support, intervisitations, and with teacher-developed metacognitive stems.

Our school's key area of focus for this school year will be **Strong Family Community Ties** . We have dedicated a part of our school's computer lab to house a Parent/Community Center. The space has been configured to provide parents a place to use resources for themselves and their families. In addition to books, resources include computers, printers, internet access, fax machine and copier. Our goal was to create a space with the appropriate resources to support parents on their own journeys. Teenagers often desire to be treated as adults with independence; however, as adults, we know that they still need guidance. It is essential to understand that as teenagers on their path to young adulthood, schools and families must work together to build a foundation that is embedded in our school's culture. The space itself will make parent visits daily and positive to the school community. We are pleased with this investment and will continually be rewarded with significant growth in parent participation at our school and in their children's lives. We plan to host workshops through our collaboration with New York Mission Society for families.

Engagement will be the key to planning, implementing, and sustaining Strong Family Community Ties. The engagement of parents, staff, and the community will increase buy-in, and in turn, more success will be achieved. Research shows that ways to engage low-income families is by understanding and directly responding to their needs, interests, and economic realities. By engaging parents, staff and the community, there is the opportunity to improve student

achievement and social skills/behavior which will lead to an increased likelihood of high school graduation and a viable post-secondary plan. Our C.B.O. (NYC Mission Society) will present family engagement workshops and dinners for parents and children to have meaningful conversations around the table. These workshops may take place at PTA monthly meetings or other times that are convenient to parents. The ultimate goal of engagement is to involve families in the academic lives of their children. In order to build the kind of relationships that engage parents as true active partners, it is important to have open, ongoing communication. Feedback and reflection will benefit the work of the program in order to ensure the needs of the community are being addressed. It is crucial that Strong Family-Community Ties are built and sustained.

23K647 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	191	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.2%	% Attendance Rate		69.1%	
% Free Lunch	82.5%	% Reduced Lunch		5.3%	
% Limited English Proficient	1.6%	% Students with Disabilities		10.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		86.2%	
% Hispanic or Latino	11.2%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	1.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.62	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	62.7%	Mathematics Performance at levels 3 & 4		69.6%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths: Our latest Quality Review (2014-2015) found that teachers align curriculum to the Common Core Learning Standards, strategically integrate the instructional shifts, and ensure ongoing refinement and revision of their curricula and academic tasks through analyzing student work and data.

Needs: According to the regents data for 2013-2014, 95.7% of students scored a 65 or higher on the ELA regents exam. [Data source: Regents scores for ELA exams in January 2014, June 2014, and August 2014.] According to the January 2015 regents data, only 43% of our students scored 65 or higher on the ELA regents exam. [Data source: Regents exam scores for ELA in January 2015.] This shows that although the school ensures that curriculum is aligned to Common Core Learning Standards, many of our students struggled with academic vocabulary and comprehension of complex texts as they work towards being college and career ready.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Boosting Academic Vocabulary and Comprehension of Complex Texts:

By June 2016, 100% of teachers will embed instructional strategies to foster and support comprehension and close reading of complex texts. Students will demonstrate increased fluency of academic vocabulary through consistent reading comprehension of grade-level complex texts, and the percentage of students scoring 65 or higher on the ELA regents will increase 5% from the 2014-2015 SY.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Monthly Monday PD workshops on building academic vocabulary students need to access grade level complex texts. Instruction methodologies/techniques include sustained silent reading, quick writes using the reading habits, strategic thought partners for a variety of informational and literary texts, and annotating for a purpose.</p>	<p>All classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Asst. Principal, Instructional Coach</p>
<p>Ongoing 1:1 mentoring of new teachers on designing instruction to boost academic vocabulary and comprehension of complex texts. Mentoring will be in teacher's daily schedules as a professional period assignment.</p>	<p>All classroom teachers</p>	<p>Sept. 2015-June 2016</p>	<p>Instructional Mentors</p>
<p>Creation and use of interactive words walls focusing strategically on comprehension of pivotal and commonly found words.</p>	<p>All classroom teachers</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Asst. Principal, Instructional Coach</p>
<p>Creation and use of daily skills tracker to collect formative data of students' progress towards meeting the learning objective during active engagement and independent work time</p>	<p>All classroom teachers</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Asst. Principal, Instructional Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Use of Monday PL time to analyze student work to inform next instructional steps. Master Schedule allows for all teachers to use common planning time as their professional period.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA	Title II, Part A	Title III, Part A		Title III, Immigrant		
	C4E		21 st Century Grant	SIG/SIF	PTA Funded	In Kind		Other		

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Teachers create mid-year assessments to monitor student progress and implement interventions to support student success and review student benchmark data from Trimester 1 and 2 (Units 1 and 2). By February 2, 2016 , the percentage of students scoring 65 or higher on the ELA regents will increase by 3% compared to SY 2014-2015.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths : We have built caring and trusting relationships with our students so they feel connected to our school. We recognize that our students need to “re-engage” or “re-connect” on their educational paths. As indicated on the 2013-2014 School Survey, 51% of students agreed and 37% of students strongly agreed that most adults at our school really care about them. (Data source: 2013-2014 NYC DOE School) At some point in their high school journey, students became “disengaged” and “disconnected” - which commonly leads to chronic absenteeism, failed classes, and a general overwhelming , self-defeating attitude toward ever finishing high school. We are aware of our students’ past experiences and that we must support them in re-connecting our students to their education.

Needs: When struggling with a difficult task, teachers witness our population of students often give up rather than take on the challenge and persevere. Part of teaching at a transfer school includes teaching students the tools to overcome challenges. By understanding that their abilities and intelligence are capable of growth, overage and under-credited students can work together with their teachers to support productive struggle in the classroom to develop growth mindsets. We aim to develop practices to help students reduce their fear of making mistakes and begin to see those mistakes as valuable opportunities for learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Developing a Growth Mindset

By Spring 2016, all teachers and staff will use strategies to help students develop a positive growth mindset and productive persistence. Students will demonstrate persistence through task completion despite setbacks in classes. The percentage of students scoring 65 or better on the Common Core RE in Alg I will increase by 5% as a result of Math teachers using strategies to help students develop a positive growth mindset.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide PL to ensure all staff have an accurate understanding of a growth mindset vs. a fixed mindset and how it relates to our student population and their success. e.g. Elements of a growth mindset: embrace challenges, persist in the face of feedback, see effort as the path to mastery, learn from criticism, find lessons and inspiration in the success of others.	All teachers	August 2015 to Sept. 2015	Principal, A.P., Instructional Coach, Student Life Coordinator/Dean
Develop classroom strategies that can promote a growth mindset, which include PL on: shift in teacher language to infuse positive messages, how to implement a growth mindset classroom, giving feedback with growth mindset messages, celebrate student success, create challenge activities to extend thinking, create opportunities for students to respond to feedback during the lesson	All Teachers	Sept. 2015 to June 2016	Principal, A.P., Instructional Coach, Student Life Coordinator/Dean and All Teachers
Create a Growth Mindset Rubric with specific indicators to use during weekly individual conferences with students, e.g. focus on one behavior from the personal and academic behaviors worksheet: persistence, engagement, self-regulation, work habits, communication, collaboration	All Teachers	Sept. 2015 to June 2016	Principal, A.P., Instructional Coach, Student Life Coordinator/Dean and All Teachers
Provide workshops for parents to reinforce the growth mindset at home: Shift the way you speak; Give praise for hard work, persistence, facing challenges; Discourage negative conversations about other successes; Learn from your own mistakes and the success of others.	Parents and Teachers	Sept. 2015 to June 2016	Principal, A.P., Instructional Coach, Student Life Coordinator/Dean

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Plan, collaborate, and implement with staff from Eskolta School Research and Design, Inc. (a nonprofit organization dedicated to helping urban public schools re-engage teenagers who are at risk of dropping out). We have partnered with Eskolta the past three years and have utilized their participant-driven, data-informed school improvement methodology.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Baseline survey will be administered in September 2015. A mid-point survey will be administered in Feb. 2016. Survey will include strategies implemented to support a growth mindset in the classroom. Teachers will track strategies and input data for reflection, interpretation, and adjustments. Monitoring will include meeting notes and data tracking documents that will be uploaded and shared in Google Drive. By February 2, 2016, 75% of teachers and staff will use strategies to help students develop a positive growth mindset and productive persistence. Students will demonstrate persistence through task completion despite setbacks in classes. The percentage of students scoring 65 or better on the Common Core RE in Alg I will increase by 3% as a result of Math teachers using strategies to help students develop a positive growth mindset.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths: One of the school’s strengths is that 93% of teachers say they regularly work together on teams to improve their instructional practice. The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that are aligned with the school’s instructional goals.(Data sources: 2013-2014 NYC DOE School Survey and 2014-2015 Quality Review Report). Across the vast majority of classrooms, teaching strategies include multiple entry points as well as extensions to support learners. Student discussion and work products reflect critical thinking, participation, and ownership.

Needs: Although teachers have made gains in meeting the needs of advanced learners, we need to continue to find opportunities to provide additional extensions for higher level learners. Informed by the Framework for Great Schools and our 2014-2015 School Quality Review Report, there is a need to provide extensions into the curriculum for our students in the highest one-third and challenge our students to succeed at higher levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Using data to inform instruction for higher level learners

By June 2016, 100% of teachers will meet regularly to collect and reflect on multiple types of data-both quantitative and qualitative-to develop and implement instruction to challenge higher level learners to be college and career ready. As a result, 100% of students enrolled in Math and ELA will earn scores on state exams that are in the CUNY college ready bracket in June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide PL to ensure staff have an accurate understanding of the AP English Language and Composition curriculum to strengthen the effectiveness of our students' writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments, and support our students to become critical readers of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods.	AP Teacher	August 2015 – June 2016	Principal, Asst. Principal, Instructional Coach
Teachers plan together to create strategic pairs for peer mentoring to support lower third and middle third students.	All Teachers	Sept. 2015- June 2016	Principal, Asst. Principal, Instructional Coach
Teachers plan to incorporate extension activities across content areas. Students monitor their progress using self-assessments to articulate their next steps.	All Teachers	Sept. 2015- June 2016	Principal, Asst. Principal, Instructional Coach
Provide workshops for parents to discover and reinforce the benefits of AP together and prepare for college level work.	Parents and Teachers	Sept. 2015- August 2016	Principal, A.P., Instructional Coach, Student Life Coordinator/Dean

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Plan, collaborate, and implement with staff from our AP partner school and the AP Expansion Initiative. Per session for teacher planning and training.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers create mid-year assessments to monitor student progress and implement interventions to support student success. By February 2, 2016, 75% of teachers will meet regularly to collect and reflect on multiple types of data-both quantitative and qualitative-to develop and implement instruction to challenge higher level learners to be college and career ready.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths: Our partner and CBO, New York City Mission Society, facilitates the Learning to Work Initiative, which is a job readiness and career exploration program designed to enhance the academic component of transfer high schools. As interns, students have the opportunity to “learn” to work as they gain experience at the job site without major risk. The opportunity provided allows students to develop skills and prepare for viable post-secondary options in the work force. Students must remain in good academic standing in order to participate and earn the maximum number of hours per week. A significant piece to the LTW internship program utilizes the principles of Youth Development and the Primary Contact Model, which prescribes that students are known well by a minimum of one adult. This adult is generally the CBO’s advocate counselor, who is responsible for daily school support, attendance outreach, and communication with the parent/guardian.

Needs: School-wide attendance data shows that the attendance rate for the 2013-2014 academic year was 69.1%. At the time of submitting this document, the attendance rate for the 2014-2015 academic year is 68%. In addition, according to the NYC School Survey Report, 50% of parents expressed that they never attended a Parent Teacher Association Meeting. (Data Source: 2013-2014 School Survey). This data indicates that a low turnout for parent meetings can be indicative of low student attendance over all.

We know that by digging deeper into the element of Strong Family-Community Ties, we can improve parent involvement at school PTA meetings and conferences. Also, with the addition of the 2 evening parent conferences (Fall & Spring), we have greater opportunity to host evenings for parents and families. By collaborating with parents, we can build stronger relationships with families as they engage with other parents and school staff. We also plan to host events during Tuesday’s parent engagement afternoons to promote stronger parent participation in order to provide support and resources to our school’s families. In turn, as we increase family involvement, we will improve student attendance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will improve an average change in their individual student attendance by 5% as compared to 2014-2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Host a Meet & Greet in the Fall 2015 to introduce parents to staff and discuss course work/ common core curriculum, graduation requirements, and review “I Will Graduate” plan completed with guidance counselor. Guidance counselor and CBO College Advocate will discuss post-secondary options if applicable.</p>	<p>All students & parents</p>	<p>Sept. 2015 to June 2016</p>	<p>A.P., Guidance Counselor, Student Life Coord./Dean</p>
<p>Pupilpath Workshop: Register parents and demonstrate how to use Pupilpath, an online web-based , student data management system used by our teachers and CBO staff to track student grades, attendance, course progress, and behavior.</p>	<p>All students & parents</p>	<p>Sept. 2015 to June 2016</p>	<p>A.P., Guidance Counselor, Student Life Coord./Dean</p>
<p>Pupilpath Workshop: Register parents and demonstrate how to use Pupilpath, an online web-based , student data management system used by our teachers and CBO staff to track student grades, attendance, course progress, and behavior.</p>	<p>All students & parents</p>	<p>Sept. 2015 to June 2016</p>	<p>A.P., Guidance Counselor, Student Life Coord./Dean</p>
<p>Workshops for parents and students to learn about viable post-secondary options for SWDs. Topics include learning about: college and career readiness, The School of Cooperative and Technical Education (Co-Op Tech), The Brooklyn STEP Program (Skills Training for Employment Program) STEP, ACCESS NYC, and Include NYC.</p>	<p>IEP/ELL students & parents</p>	<p>Sept. 2015 to June 2016</p>	<p>A.P., Guidance Counselor IEP/504 Coord.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session for teachers who create and host workshops for parents, technology for workshops. Metrocards and light refreshments will be provided. For students, incentives for attendance will be provided by Positive Promotions. Practical school supplies with encouraging messages to promote daily attendance (e.g. Attend today....Achieve tomorrow). Other incentives may include gift cards for school related purchases: itunes for school related apps or Barnes & Noble for personal interest reading or studying.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The attendance team (Guidance Counselor, Student Life Coord./Dean, Pupil Personnel Secretary, District Attendance Teacher, and CBO staff) participate in weekly meetings regarding student attendance. Call logs and parent contact information is shared in order to determine students in need of home visit by DOE or CBO staff. The inquiry cycle is transferrable to tracking student attendance. The relationship between student attendance data and parent attendance/participation at workshops is measured and reviewed at weekly meetings. Attendance recognition is measured each month in order to notice patterns and trends in the data. If correlation is negative, then strategies for the action plan must be modified. By February 2, 2016, 100% of students will improve an average change in their individual student attendance by 3% as compared to 2014-2015.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Unit and Benchmark Data/Progress Reports; Beginning of the year Common Core aligned writing diagnostic	ELA teachers use technology as a catalyst to improve reading comprehension and writing skills.	Small Group Instruction	During the school day
Mathematics	Unit and Benchmark Data/Progress Reports; Beginning of the year Common Core aligned math diagnostic	Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents approach, teachers focus on common questions that appear on regents exams in order to decrease test anxiety.	Small Group Instruction	During the school day
Science	Unit and Benchmark Data/Progress Reports; Beginning of the year Common Core aligned writing diagnostic	Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation.	Small Group Instruction	During the school day
Social Studies	Unit and Benchmark Data/Progress Reports; Beginning of the year Common Core	Social Studies teachers use current events to connect history with the present. They use the Smart Board and	Small Group Instruction	During the school day

	aligned writing diagnostic	access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandates Teacher Referrals Suspension data	The Guidance Counselor provides services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.)	Small Group Counseling	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff attends professional development workshops to meet their needs and support them in reaching their goals. Our teachers participate in professional learning opportunities through a grant subsidized through the Office of Post-Secondary Readiness. This work is facilitated by two vendors, Eskolta and ReDesign. Coaching visits take place with teachers individually and in small groups to support curriculum, lesson planning, and instruction. In addition, teachers meet weekly in a Professional Learning Community during an 80 minute block on Mondays and daily, by department, in Common Planning Time. The professional learning calendar outlines the details of our school's professional learning plan over the course of the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

NA

Part 4: SWP Schools Only

4a. 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.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are provided with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Teachers attend these workshops at the school and facilitated by central. Teachers learn to create assessments that accurately measure student achievement regularly in the classroom. Some examples of assessment in the classroom include: observation (low inference notes), performance assessments, exit / entry tickets, or end of unit or weekly benchmarks. Teachers keep daily data grids to monitor learning and make adjustments when necessary. Teachers also determine areas of strength and weakness in students to guide instruction appropriately. In addition, providing students with actionable/meaningful feedback benefits the students' next steps.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	161,165.00	X	5A, B, C, E; 6, 7, 8
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,430,465.00	X	5A, B, C, E; 6, 8

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Metropolitan Diploma Plus 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 the school and the families. The 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 the school community. **Metropolitan Diploma Plus High 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 the school community;

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

The 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;
- 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 (SPC)

Metropolitan Diploma Plus 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Meri Yallowitz	Assistant Principal Judith Caputo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher TBD	School Counselor Jill Russo
Teacher/Subject Area Anthony Koulis/Living Env.	Parent Lazarine Guevara
Teacher/Subject Area Wesly Toussaint/Gl. History	Parent Coordinator TBD
Related-Service Provider Jill Russo	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent LaShawn Robinson	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	166	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	1	0	2	0	0	2	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
---	--

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)													1	0
Transitioning (High Intermediate)												1	1	0
Expanding (Advanced)											2			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	3	0
Integrated Algebra/CC Algebra	2	0	3	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	0	2	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4	0	1	0
Geography	0	0	0	0
US History and Government	2	0	3	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses Common Core performance based tasks in ELA four times a year to assess early literacy skills. In addition, we use our trimester benchmark assessments to gauge student understanding and next steps at the end of each trimester. These assessments are created by our teachers and designed to address specific skill targets in comprehension, analysis, critical thinking and argumentation. Teachers collect data from ATS to gather NYSESLAT scores. Thus far the data suggests that ELLs listening, speaking, reading and writing scores from the NYSESLAT results from the previous year are reflective of their diagnostic scores from the beginning of the school year. The data provides insights into the appropriate levels for instruction as well as strategies to implement with these students to improve in the areas of listening, speaking, reading and writing. Teachers collect quantitative data to drive instruction, this data is used by our ELL support team and content-area teachers to differentiate instruction for whole class instruction, small group instruction and one to one support. To further support our ELLs, our school will perform varied assessments periodically to track student progress and to further support early literacy skills. Our lesson planning framework is designed to create a multi-faceted workshop model which incorporates effective ELL strategies to meet the needs of those learners.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The students at Metropolitan transfer from other NYC high schools and therefore we do not administer the NYSITELL to our incoming ELL students. We make every attempt to obtain the student's records from his/her original school. We are awaiting our Spring 2015 NYSESLAT results. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Different modalities are measured and varied options are available for class assessments and further captured by individual student goal setting. Structured daily lessons, the varied use of collaborative grouping, and appropriate scaffolds greatly impact the direct

performance for our ELLs. Strategic student goal setting coupled with instructional scaffolds are aligned with instructional objectives which reveals academic gains for our students.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

We are awaiting the NYSESLAT scores. Overall ELLs are maintaining and sustaining success in their respective English classes. Native language translation is typically not used during classroom instruction or for assessments as our students prefer to have instruction and assessments in English. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Lanuage Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting. Similarly, their scores in class reflect that on the statewide assessment in ELA and translate to a passing score on the regents exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

NA

6. How do you make sure that a student's new language development is considered in instructional decisions?

When a student is newly enrolled in our school, the intake team interviews the student about the student's educational history and background, and shares the newly acquired information with teachers and support staff. Teacher's common planning teams meet weekly to review individual student learning plans and consider individual performance on academic benchmarks, Common Core assessments and daily observational anecdotes to create a picture of second language development. Teachers teach in such a way that they are building students' English skills by incorporating many literacy strategies, and using applicable teaching methods and instructional techniques.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

As noted by our academic notable gains, our ELLs received academic success in our targeted intervention programs across all content areas. Teachers collaborate during common planning time to construct and revise instructional plans to provide ELL additional support for Common Core based tasks, Regents preparedness, and other targeted needs during the instructional day.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.

When new students are registering (within 10 days of arrival), an appropriate staff member accommodates the parent and notifies the ELL support team (consisting of school leaders, teachers, parent coordinator and guidance counselor). We have support staff that speak Spanish, French, and Haitian-Creole to help with registration. Depending on the language of the parent, a bilingual staff member accommodates the parent by completing the registration process with the family. The initial assessment includes the HLIS, a teacher from the ELL support team, Ms. Heath, asks parents if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the student's cumulative folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview upon completion of the HLIS survey a copy of the form will be kept in the student's file. An informal oral interview is conducted by a pedagogue. Metropolitan is a transfer school that accepts students from other NYC high schools, the NYSITELL is not applicable for our ELL population of students.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our students come from previous schools and are identified at their previous schools.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our students come from previous schools and are identified at their previous schools.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Not Applicable. Our students come from previous schools and are identified at their previous schools.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

We provide their rights to appeal in their native language and we provide translation services. We indicate this information at the PTA meetings and backpack all information. The individuals responsible for the process are qualified and trained staff. All correspondence is in parents' preferred language. All copies of letters are filed and maintained and records kept in the students' cumulative folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our intake team (parent coordinator, teacher, guidance counselor) communicates with all parents ensuring that all documentation is in compliance with DOE and state regulations. At the beginning of the school year, entitlement letters are sent out to ELL parents in their native language notifying them about the parent orientation meetings concerning parent surveys and program selections. At the parent meeting, the teacher provides a detailed description of the program selection choices and process. A bilingual translator is present to translate as needed and help with the completion of the program selection form. The surveys are collected at the end of the meeting, and if additional time is needed, another meeting will be scheduled so that we may obtain the survey and program selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parent does not return the survey and program selection at the follow-up meeting, a meeting will be scheduled for parent-teacher conferences. All documentation is kept in the student's cumulative file which is locked in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

At the beginning of the school year, parent notification letters are sent to parents in their native language notifying them about program selections.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation is kept in the student's cumulative file which is locked in the main office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our ELL support team in collaboration with our school's testing coordinator follows the guidelines set forth by NYS testing regulations. Upon investigation into ATS reports, all students who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. The ELL support team informs English language learners about the NYSESLAT a few days before its administration. Parents/guardians are notified of the dates of testing and the purpose of the test. The teacher tells students that the test is designed to show how well they can listen to, read, write, and speak the English language. The teacher makes announcements in such a way as to increase the students' interest in the test and at the same time not cause them to become overly concerned. The teacher explains the general types of questions they should expect to see on the test and the procedures they should follow in recording. The NYSESLAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Upon registration into our school, students are initially screened by the intake team. The teacher will check the student's record to verify whether or not they have taken the NYSESLAT the prior school year. If the student's record indicates the incoming student requires ELL services, the parent is sent a letter of entitlement and invited to attend a meeting with the teacher to discuss the three program choices: TBE, DL and freestanding ENL. The ELL support team determines the appropriate level class and notifies the parent of the placement via the placement letter. Upon receipt of the signed letters, copies of these records are maintained in the student's cumulative file. Support staff including the guidance counselor, parent coordinator, and community based organization counselors meet with parents and students to discuss programming options. As per the parent/guardian request, we have teachers and counselors who speak languages other than English willing to translate if needed.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have chosen at our school is the Freestanding ENL program. Most parents indicate that they would prefer their child's instruction to be English only. If a parent requests a program that is not available, we support the family in finding a placement for their child at a school with their desired program choice. We do notify parents that if a selection is not made, the default program choice will be made. If not enough families opt for a different program at this school, the student is supported through the transfer process to another school that does provide the service the parents have requested. It should be noted that when families are provided with the option of moving to another school, parents often keep their student at Metro in our Freestanding ENL program. The parents are told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings, and consider offering their program choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

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

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- All instruction at Metro is provided to our students in English. In our Freestanding ENL push-in classes, teachers scaffold content by using visuals, interactive word walls, and activating prior knowledge. To activate student's prior knowledge the teacher uses visual aids by showing photos, charts, maps, or talking about student's experiences. We use a Balanced Literacy Approach, including shared readings and interactive writing to encourage language development. Lessons are organized and presented in the workshop model, and weekly student conferences are conducted with students to discuss progress. Our student population that we serve have academic skills that fall below grade-level as shown on intake assessments, student transcripts, common core performance assessments, and regents exams. Literacy support is provided by all teaching staff across all content areas. Students work on reading and writing skills in all core subject areas using a language-based approach. All staff receive on-going professional development on differentiating instruction and assessment to meet the needs of all students, including ELLs. All teachers participate in a professional learning community which is held on a weekly basis from 2:40 to 4:00 pm, and professional learning during designated DOE professional development days, in conjunction with our external academic support coaches and our in-house academic coach. ESL is provided by a pedagogue licensed in ESL.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- ELLs are provided with glossaries and dictionaries for the content area subjects to support native language evaluations. In addition, exams are offered in the student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- ELL students are assessed in all four modalities of English acquisition in all content area classes through common core aligned assessments. At the beginning of the school year, teachers use a diagnostic assessment to obtain baseline data. Students are informally assessed every Friday and are periodically assessed every three weeks for their benchmark assessments (culminating each unit of study).
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- The instructional plan for a SIFE student is to determine the nature and extent of the student's prior knowledge and experiences and to adjust interventions to reflect changing needs at regular intervals by meeting their social, emotional and cultural needs. All staff create a safe learning environment by introducing SIFE students to school structure, appropriate behaviors, important locations in the school, and routines. SIFE students will learn English along with the other ELL students in a pull-out or push-in settings with access to native language texts. Teachers offer academic intervention services for extra support.
 - The instructional plan for ELLs who have been in the U.S. less than three years is to tap into the student's interests and strengths to scaffold new information and differentiate instruction to enrich literacy skills through culturally relevant resources and materials. Newcomers interact with their peers who speak their native language as to lower anxious feelings. Topics are introduced slowly as to not intimidate the student, and slowly introduce more rigorous academic curriculum.
 - The instructional plan for developing ELLs is to differentiate instruction to meet the diverse needs of ELL students. Various instruction approaches prepares ELLs for ELA testing in not only the NYSESLATs but also the NYSED ELA Regents examination. A continuation of instruction of explicit vocabulary is necessary to build academic literacy skills. The proficiency levels for English, as established by the NYSED, present the stages of growth for the four language arts areas: listening, speaking, reading, and writing.
 - The instructional plan for long-term ELLs is to continue the social and emotional support in the language acquisition process. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.
 - The instructional plan for former ELLs is to provide Academic Intervention Services (AIS) to monitor student progress. ELL instruction or regular consultation between the ELL support team and mainstream teachers is also included. Testing accommodations for ELLs are as follows: separate location, extended time, access to bilingual dictionaries and/or glossaries, third reading of listening section of ELA Regents exam, and access to translated exams in their native language.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- Our ELL team closely monitors our students' academic progress and communicates regularly with families about our students academic performance.
8. 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?

Chart ently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would provide those students with grade-level materials and instructional strategies to access academic content areas and accelerate English language development. This would include, but not limited to: flexible groupings, extensive vocabulary building, and use of visuals and graphic organizers across all content areas.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, we have not placed any ELL-SWDs at this time. If the demographics shift in the near future we would program ELL-SWDs into integrated co-teaching classes for specific content areas as well as environments that provide for extra support to meet the students diverse needs and provide them with the necessary support to enable them to function with their peers in the least restrictive environment.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

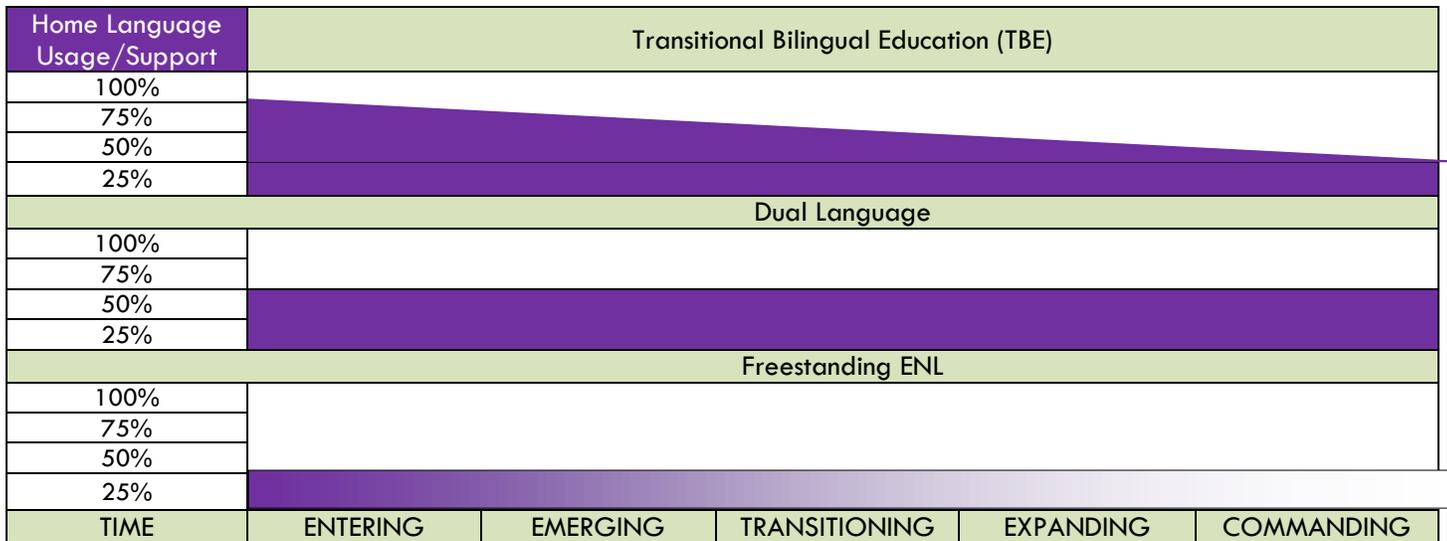


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

workshops and services for parents offered by our CBO partner, Mission Society. ELL students participate in workshops offered throughout the school year to learn various topics and gain a deeper understanding of academic expectations and coursework.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, we do not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
One on one parent meeting during scheduled sessions from 2:40 to 4:00 pm on Tuesday family engagement Professional Development.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement is apparent in our school community. Our school has examined its need for translation of important verbal and written information. Our staff makes sure that important materials are translated and support staff are available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, the Language Translation Unit services are available. Upon intake, parents of prospective students complete a written survey about their child and attend an in-person interview with an appropriate translator to facilitate the conference. In addition to, parents meet with their child's Advocate Counselor as their counselor remains in constant communication with families throughout the year. Parents are invited to participate in monthly PTA meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered based on feedback from parent surveys. In the completed surveys, parents express their child's interests and needs to help their child to succeed in the transfer school setting and to assist the school with transition planning options (college, trade school, military). In addition, our school offers an extensive internship program for students, parents/guardians are part of the internship contract process. At this point in time, written notices and communications to parents are available in English, French and Spanish. Translation requests are completed within two days of the request.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Various workshops and services for parents are offered by our CBO partner, NYC Mission Society. We invite parents and students to participate in workshops offered throughout the school year to learn various topics and have a deeper understanding of academic expectations and coursework. Many of our students and parents benefit, including our ELL population, from the workshops and programs offered by our CBO.
5. How do you evaluate the needs of the parents?
The needs of our ELL parents are evaluated through surveys and conversations with the parent. Our school community will continue to evaluate specific issues through future surveys offered at meetings and events. Surveys include the Home Language survey and Learning Environment Survey. Currently, we organize regularly-scheduled parent meetings that address the needs of our parents and work with our community-based organization in our school to present information to parents. Volunteers are available to help provide translation services.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities for ELL parents have included meetings and school events. At these meetings and events, parents are provided with important information about their rights and the rights of their child's education. Parents are given the opportunity to share their concerns and ask questions. The events and meetings will continue throughout the school year to address the needs of the ELL parent. Volunteers are available to help provided translation services.

D. Additional Information

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

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meri Yallowitz	Principal		7/24/15
Judith Caputo	Assistant Principal		7/24/15
TBD	Parent Coordinator		1/1/01
TBD	ENL/Bilingual Teacher		1/1/01
Lazarine Guevara	Parent		7/24/15
Anthony Koulis	Teacher/Subject Area		7/24/15
Wesly Toussaing	Teacher/Subject Area		7/24/15
	Coach		1/1/01
	Coach		1/1/01
Jill Russo	School Counselor		7/24/15
LaShawn Robinson	Superintendent		7/24/15
Bernadette Fitzgerald	Borough Field Support Center Staff Member _____		7/24/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 23K647

School Name: Metropolitan Diploma Plus HS
Superintendent: LaShawn Robinso

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When students register in our school, our intake team (administrator, dean, teacher, secretary, parent coordinator, ESL specialist, IEP specialist, and advocate counselor) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. We follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish, French, and Haitian Creole who are available to help translate as needed. We also utilize the NYCDOE Translation and Interpretation Unit in order to translate over the phone, at meetings and documents as needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents include annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, general overview of student curriculum, and letters from school leadership that need to be translated into the parents' native languages. All documents will be distributed upon student enrollment, parent meetings, parent conferences, and throughout the school year as needed. We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Metropolitan school events and notices, if needed, our staff can translate the documents in-house, depending on the need for Spanish, French, and Haitian Creole.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating the translation services that are available through the DOE, with the phone number of the translation unit. We use google translator and teachers on staff who speak spanish and meet the identified translation needs of our families. Scheduled meetings on the school calendar will be noted and the parent coordinator and ENL teacher will request translation services as needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation needs are identified by one to one conferences with parents or telephone conferences using outreach provided by the parent coordinator.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During school PD, through emails, and faculty conferences, we will review policies and procedures to use translation services and over-the-phone interpretation services using the T&I Brochure, Language ID Guides, and Language Palm Cards. All teachers and staff will receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At parent conferences, PTA meetings, and one-to-one conferences, the check list of notification requirements will be available to parents. The electronic banner displays notices regarding language assistance services at the security desk. We use Skedula to provide notices of language assistance services for parent access.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will distribute, collect, and analyze the results of Parent surveys to assess the quality and availability of services, and make the necessary adjustments to better meet the needs of our families.