

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q686

School Name:

QUEENS METROPOLITAN HIGH SCHOOL

Principal:

GREGORY DUTTON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens Metropolitan High School School Number (DBN): 28Q686
Grades Served: 9 - 12
School Address: 91-30 Metropolitan Ave, Forest Hills, Queens, NY
Phone Number: 718 286 - 3600 Fax: 718 286 - 3601
School Contact Person: Kim Ramazan Email Address: kramazan@queensmetro.com
Principal: Gregory Dutton
UFT Chapter Leader: Craig Scheiner
Parents' Association President: Mike Carrone and Miriam Janeiro
SLT Chairperson: Lucy Accardo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): Justin Vega
Aisha Green

District Information

District: Q28 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307, Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-286-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Boulevard
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5863 Fax: 718-642-5874

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)
Greg Dutton	*Principal or Designee	
Craig Scheiner	*UFT Chapter Leader or Designee	
Mike Carrone/Miriam Janeiro	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Justin Vega	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Aisha Green	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frank Swetten	Member/ Teacher	
Beth Kuhlman	Member/ Teacher	
Lindsay Harvey	Member/ Teacher	
Lori Kalman	Member/ Teacher	
Lucy Accardo	Member/ Parent	
Robert Kazanowitz	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ines Galaretta	Member/ Parent	
Tricia White	Member/ Parent	
	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.

Queens Metropolitan High School's Mission and Core Values.

MISSION STATEMENT: Queens Metropolitan High School is a college preparatory school with the mission of preparing 100% of our students to be accepted to and graduate from a college of their choice.

At Queens Metro we focus on providing our students with a well-rounded education that prepares them for life after high school. We offer Advanced Placement classes (English Literature, English Language, US History, European History, Calculus, Government and Biology) as well as College Now classes that allow students to earn college credit.

Additionally, our students participate in college preparation classes called College 100, College 101 and College 102. In these classes, students learn everything they need to know about choosing the best college, applying to college, completing financial aid paperwork, writing college essays, and securing recommendations. All Queens Metro students take at least one college trip per year in order to determine which college will be the perfect fit.

CORE VALUES: Our staff is committed to teaching students to care about the community within our school as well as the outside community. Through the Common Culture Guide, teachers and staff create a school environment that is conducive to student learning. Teachers are accountable for monitoring their students' progress and for teaching students to be responsible for their well being and education.

We ask each student in our school to embody the school community's Core Values: Citizenship, Leadership, Scholarship and Relationship.

School's strengths from the past year:

The core elements of the Framework for Great Schools are built into the fabric of our school culture.

- School leaders regularly gather and analyze summative, quarterly interims, and classroom level assessment data to determine strengths and evaluate student progress.
- The school's yearly 'Common Culture Guide' allows for consistency and professionalism across classrooms through school-embedded rituals that hold students accountable for learning.
- School leaders and teachers use quarterly interim assessment cycles to track student progress and adjust instructional decisions at the team and classroom levels.
- School leaders and teachers engage in professional collaborations that foster reflection and growth as well as provide options for school-wide instructional decisions that focus on improving student achievement.
- Use of rubrics and common assessments across classrooms and grades provides actionable feedback for teachers and students that informs instructional and curricular adjustments.

Quality Review Area of Focus:

- The consistent integration of the instructional shifts and rigorous tasks across grades: Teachers do have curriculum maps aligned to the Common Core. However, these maps need to consistently meet the individual needs of all students in all departments. More coherence is needed to improve the opportunities for all students to produce work products that demonstrate high levels of thinking and engagement.
- Pedagogically build more conceptual understanding among students leading students to be more aware of their actual knowledge. To continue to provide and develop opportunities for students to participate in "productive struggle" in the classroom and in the school community as a whole.

Our school's special populations include over 250 students with IEPs. The majority of these students receive ICT services. Our weighted diploma rate for students with IEPs is significantly higher than the city average, yet we need to continue to improve our college readiness rate for students with IEPs.

28Q686 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1041	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	19	# SETSS	N/A	# Integrated Collaborative Teaching	56
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	5
# Foreign Language	42	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.4%	% Attendance Rate			89.5%
% Free Lunch	49.0%	% Reduced Lunch			12.5%
% Limited English Proficient	3.4%	% Students with Disabilities			16.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			3.8%
% Hispanic or Latino	44.2%	% Asian or Native Hawaiian/Pacific Islander			11.3%
% White	37.5%	% Multi-Racial			2.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			5.48
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	90.2%	Mathematics Performance at levels 3 & 4			74.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.9%	% of 2nd year students who earned 10+ credits			87.2%
% of 3rd year students who earned 10+ credits	88.5%	4 Year Graduation Rate			89.4%
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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				

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.
- The 2014-2015 Quality Review rating of “Proficient” in Quality Indicators 1.1 Curriculum and 1.2 Pedagogy indicate the need for building more conceptual understanding among our students where they are required to critically think and analyze at a college level. The 2014 Quality Snapshot specifies that 49% of our students graduated college ready. Furthermore, the 2014 School Quality Guide stipulates that, 27% in Integrated Algebra and 59% in ELA met the college ready threshold in the Regents. Although our graduation rate is 89.4% in 2013/2014 only - -% of graduates received an Advanced Diploma. In order for more of our students to excel and be college ready, we as a school community need to consistently integrate the instructional shifts and rigorous tasks that push all students in all grades.
- Strengths:
- The creation of “Capstone” government course to ensure that 12th grade students are required to gain mastery in writing and presenting a college level research paper.
 - Specifically targeted faculty and OWT professional development facilitated by lead teachers that address our areas of instructional focus: Question and Discussion techniques (3b), Engaging Students in Learning (3c) and Using Assessment in Instruction (3d).
 - Developed a common CCSS rubric in ELA to assess students’ writing .
- Needs:
- Develop schoolwide common literacy strategies and common rubrics to strengthen student reading and writing in nonfiction.
 - Create teacher lead positions to support other teachers integrate the instructional shifts in their learning experiences.
 - Provide professional development aligned to the “rigorous instruction” goal to make sure all teachers have the skills to teach literacy in their subject areas.
 - Provide on going coaching to departmental and grade leads to run effective data meetings based around our literacy goals.
 - To increase the amount of high quality text (or multiple texts) used by all teachers in Humanities and Science.
 - To ensure that all math teachers plan and implement lessons reflecting the shifts required by the Common Core Standards.

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.

By April 2016 all ELA, Humanities and Science teachers will integrate the instructional shifts into their learning experiences as demonstrated by an increase of 10% of students reaching the college ready threshold in their ELA Regents exam.

By April 2016 all Math teachers will plan and implement lessons reflecting the shifts required by the Common Core Standards as demonstrated by an increase of 10% of students reaching the college ready threshold in Regents Math courses.

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>Targeted professional development - Led by Teacher Leads, Admin, Outside coaches based on needs of students and teachers as demonstrated by teacher observations, walkthroughs, summative and interim data</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<p>Admin, teacher coaches, department heads, grade heads</p>
<p>Targeted Coaching - Led by Teacher Leads, Admin, Outside coaches based on needs of students and teachers as demonstrated by teacher observations, walkthroughs, summative and interim data</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<p>Admin, coaches, outside coaches</p>
<p>Common Planning and Departmental Time – creation of unit, lesson plans and strategies from each subject area based on data from the observations, walkthroughs, summative and interim data (aligned to the CCSS)</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<p>Admin, whole faculty</p>
<p>Targeted Common Core Parent Outreach/Workshops</p>	<p>Parents</p>	<p>Sept 2015 – June 2016</p>	<p>Admin, whole faculty, Parent Coordinator</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>Interim Assessments, Regents data, Scholarship Report, Per Session to pay Department Leaders, Peer Collaborative Coaches</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>
<p>Data on our January Interim Assessments will show a 10% increase in students scoring at the college ready level.</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 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.

● QMHS is a zoned school. The school population comprises 4% Black, 47% Hispanic, 36% White, and 10% Asian students. The student body includes 3% English language learners and 15% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 89.5 %. With the incoming 9th graders, the English Language Learner population is set to rise. As noted by the 2014-2015 Quality Review “while lesson plans accentuate the importance of Common Core alignment and strong emphasis on instructional shifts, tasks that require students to expand and demonstrate their thinking are not yet consistently provided across all subjects to English language learners (ELLs) and students with disabilities”.

Needs:

- Provide continuous professional development to all teachers to ensure they have the capacity to scaffold rigorous tasks appropriately for our ELL and Special Educational Needs students.
- Create teacher lead positions to support other teachers integrate the instructional shifts in their learning experiences for all students.
- Continue to develop differentiated quarterly interim assessments for ELLs and SWDs in all subject areas to ensure all teachers have data to assess the growth of our student subgroups.

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.

By June 2016 90% of our English Language Learners and ICT Special Educational Needs students will pass 90% of their core classes (ELA, Math, Science, Social Studies) as demonstrated by the School Scholarship Report.

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?
Targeted ELL and SWD professional development - Led by Teacher Leads, Admin, Outside coaches based on needs of our ELL and SWD student subgroups (OWT, whole faculty, departmental)	ELL and SWD subgroups	Sept 2015 – June 2016	Admin, Teacher Leads, Dept. Heads
Targeted Coaching - Led by Teacher Leads, Admin, Outside coaches based on needs of ELL and SWD students as demonstrated by teacher observations, walkthroughs, summative and interim data	ELL and SWD subgroups	Sept 2015 – June 2016	Admin, Teacher Leads, Dept. Heads
Common Planning and Departmental Time – creation of scaffolded lesson plans and strategies from each subject area (based on data from the observations, walkthroughs, summative and interim data) to meet the need of all students	ELL and SWD subgroups	Sept 2015 – June 2016	Admin, Teacher Leads, Dept. Heads
Grade Team - Use grade team time to assess data collected on ELL, SWD and our “most at risk” students to continue to discuss and create actions plans around differentiated strategies and support	ELL and SWD subgroups	Sept 2015 – June 2016	Admin, Teacher Leads, Grade Heads

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.											
Per session for Lead ELL teacher to run PD and extra support in the A.M. for ELLs. Monday and Tuesday PD for teachers to collaborate around strategies to improve student performance.											
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	X	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.

By the end of the First Semester, 90% of our ELLs and students with IEPs will accumulate at least 5 credits for the semester.

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 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.

- The 2014-2015 Quality Review deemed our Teacher Teams and leadership development as “well developed”. In order to reach our goals in “rigorous instruction” and “supportive environment” we need to continue to improve the effectiveness of teacher collaboration in common planning, professional development ,dept. and grade team time.

Needs:

Provide each teacher with the instructional support and guidance to create at least one unit plan that ends with a research based product that incorporates the Common Core benchmarks.

Provide coaching for teacher leads, dept. and grade team heads in facilitative leadership around the creation of rigorous/scaffolded units and lesson plans.

Create a calendar for admin, lead teachers to meet and support teachers during common planning time.

Conduct regular walk throughs of all classes starting from September and survey teachers to find out needs for professional development opportunities.

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.

By May 2015 100% of teachers will have collaborated with their peers to create at least 1 unit plan that incorporates the Common Core benchmarks and ends with a research project.

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?
Common Planning and Departmental Time – creation of unit, lesson plans and strategies from each subject area based on data from the observations, walkthroughs, summative and interim data (aligned to the CCSS)	All teachers	Sept 2015 – June 2016	Admin, Teacher Leads, Dept. Heads
Coaching and Monitoring of Teacher Leads, Dept. and Grade Heads.	Lead teachers/Admin	Sept 2015 – June 2016	Principal, AP Instructional Leads
Continuous professional development/Coaching highlighting the instructional shifts and scaffolding for ELL and students with disabilities	All teachers	Sept 2015 – June 2016	Admin, Teacher Leads, Dept. Heads

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.											
Per session for Department Leaders to train teachers in writing rigorous, CC aligned units.											
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.
By the end of January, 100% of teachers will submit unit plans that end in research projects.
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

- 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.

● This year we have added an advisory in 9th grade, AP European History and an Honors Biological Research course for students. This year school leaders have emphasized accountability for student attendance through targeted bi-monthly attendance team meetings. Moreover, grade teams have attendance and credit goals for subgroups of students, all of which have been monitored throughout the academic year.

Need:

- To continue to improve the effectiveness of the administrative team to coach and evaluate teacher performance based on the Danielson rubrics.
- To increase the leadership capacity of the staff by creating teacher lead positions that support their peer teachers in their instruction towards the specific goals of the CEP.
- To continue to coach grade and departmental heads to effectively facilitate teacher collaboration, working towards the goals set in the CEP.

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–Effective School Leadership. 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.

The Principal and Assistant Principals will visit all teachers’ classrooms 3-6 times a year and provide to them writing, timely, actionable feedback, including next steps to improve instruction. Due to this, by April 2016 at least 80% of teachers will gain a rating of a 3 or higher in components 3b – Question and Discussion, 3c – Student Engagement and 3d –Using Assessment in Instruction as measured by the Danielson Framework for Teaching

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) 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>Coaching and Monitoring of Teacher Leads, Dept. and Grade Heads.</p>	<p>Teacher Leads</p>	<p>Sept 2015 – June 2016</p>	<p>Admin</p>
<p>Outside Professional Development – Principal to attend the Paul Bambrick’s “National Principals Academy Fellowship” – In order to turn key key aspects of the program to improve the coaching and evaluation of our teachers - APs and Teacher Leads to attend instructional leadership PD opportunities with the DOE</p>	<p>Admin, Teacher Leads</p>	<p>June 2015 – June 2016</p>	<p>Principal</p>
<p>Calendar a cycle of Rigorous Instruction walk throughs for the admin team to norm the Danielson rubric and assess level of rigor in the classrooms</p>	<p>Admin/teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Admin</p>
<p>Provide continuous professional development aligned to the goals set in the CEP</p>	<p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Admin, Teacher Leads,</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 PD for APs and coaches and funds for 2 Peer Collaborative Teachers.</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>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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>80% of teachers will have a rating of 3 or higher in Advance by the end of January.</p>

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.

The 2013 – 2014 High School Quality Snapshot stipulated that 99% of parents asked were happy with their child’s education at QMHS. On the 2013-2014 school survey 99% of parents see the school as a safe environment for their child and 97% of parents indicated that all students are treated with respect by teachers and staff.

Need:

- Only 63% of parents feel they have been invited 3 or more times to an event at our school. We need to provide more events that showcase the students achievements as well as providing more workshops that help parents learn about the college process and what they can do to support their child with the Common Core benchmarks.

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 73% of parents will feel they have been invited to 3 or more events at QMHS as noted on the School Survey Report.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Parent Workshops – College Process (10 th to 11 th grade, 11 th to 12 th grade), Common Core Cafes (What is it? What can you do to support your child?)	parents	Sept 2015 – June 2016	Parent Coordinator, College Advisors, Teacher Leads
Orientations Senior – Getting College ready – Parent and student introduction to 12 th grade capstone courses, and professional expectations QMHS holds its senior students to Freshman – transition to high school. 1 st year expectations, graduating requirements, documentation and overview of school and schedule	parents	Sept 2015 – June 2016	Admin, Lead teachers, Dept and grade Heads in 9 and 12 th grades
Events 9 th Grade Research Roundtables 12 th Grade Research Paper - Roundtables Parent Conferences	parents	Sept 2015 – June 2016	Admin, Lead teachers, Dept and grade Heads in 9 and 12 th grades
PTA Events SLT Parent Invites	parents	Sept 2015 – June 2016	Parent Coordinator, Admin, PTA

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.
Translation services to reach out to parents who do not speaking English. Per session for teachers to stay after school for more parent events.
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>By January, 73% of parents will have been invited to at least 2 events.</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 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)	Student grades, data assessment, Teacher referral	Saturday School Regents Prep After School Tutoring Wilson Program	Small group tutoring	Saturdays After School Wilson – during the school day
Mathematics	Student grades, data assessment, Teacher referral	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
Science	Student grades, data assessment, Teacher referral	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
Social Studies	Student grades, data assessment, Teacher referral	Saturday School Regents Prep After School Tutoring	Small group tutoring	Saturdays After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student grades, data assessment, Teacher referral	Individual Counseling by Social Worker and Guidance Counselors	Small group tutoring	Saturdays After School 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.
n/a

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).
n/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
n/a

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.).

n/a

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.

n/a

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template

[School name], 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>37</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$10,492</u>	<u>We are using this funding to pay part of an extra ESL teacher's salary. In addition to our mandated ESL classes, we also have our ESL teachers push-in to Social Studies classes to provide additional support for our ESL students.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$708</u>	<u>Used to purchase electronic translators for students to use in class. Purchased in multiple languages.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200</u>	_____

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 28	Borough Queens	School Number 686
School Name Queens Metropolitan 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 Gregory Dutton	Assistant Principal Tori Raysor
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Christopher Kelly	School Counselor Joanna Gonzalez
Teacher/Subject Area L. Harvey/Social Studies	Parent
Teacher/Subject Area L. Petrosino/ELA	Parent Coordinator Kim Ramazan
Related-Service Provider Lori Kalman/Social Worker	Borough Field Support Center Staff Member Marie Rousseau
Superintendent Juan Mendez	Other (Name and Title) type here

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	2	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	2	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)	1064	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
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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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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
Dual Language														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	25	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	14	0	0	8	0	1	3	0	3	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
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
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): _____	Number of students who speak three or more languages: _____
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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	0	0	0	0	0	0	0	0	0	4	2	4	2	0
Chinese	0	0	0	0	0	0	0	0	0	0	1	3	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	1	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Polish	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Other Italian	0	0	0	0	0	0	0	0	0	1	1	0	0	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	0	0	0	0	0	0	0	0	1	0	1	1	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	1	1	2	1	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	6	4	5	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	3	9	7	4	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	0	0	0	0	0	0	0	0	1	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	0	0	0	0	0	0	0	0	2	1	5	14	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	25	0	18	0
Integrated Algebra/CC Algebra	18	2	14	1
Geometry/CC Algebra	16	0	14	0
Algebra 2/Trigonometry Math _____	5	0	4	0
Chemistry	10	0	5	0
Earth Science	14	0	9	0
Living Environment	20	2	14	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	17	3	13	0
Geography	17	3	13	0
US History and Government	18	1	13	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 the 8th grade ELA exam results to assess the literacy skills of our ELLs. Our analysis revealed that all of our students scored either a 1 or 2 for their reading levels in 8th grade. 89% of our population scored a 1 and 11% scored a 2 on the 8th grade ELA exam. This data supports the need to target instruction to improve reading comprehension skills. Because of this, in our ENL and content area classes, we are focusing on reading strategies, such as paraphrasing, annotations, central idea, forming questions from readings, and note-taking. Further, we have implemented a school-wide annotation policy so that all students, including ELLs, will use the same method of annotation for each class.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data from last year's NYSESLAT shows that the vast majority of our students move up at least one proficiency level from year to year. Since the proficiency levels have changed between 2014 and 2015 (from B/1/A/P to En/Em/Tr/Ex/Cm), we look at students' original NYSITELL scores to gauge if beginners were originally entering or emerging in proficiency. Last year, we had 17 of our students pass the NYSESLAT with a score of commanding. Seven of those students made a jump to commanding from intermediate and one jumped from beginner to commanding. Of the students who did not pass the NYSESLAT, we had three students go from beginner to Emerging; three students who stayed at the same proficiency level (beginner-entering[2] and advanced-expanding [1]); four students went from intermediate to expanding; one student went from beginning to expanding; one student went from beginner to transitioning; and one student went from intermediate to expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Although the exams are offered to our students in their native languages, most of our students opt to take their exams in English, with the exception of some of the entering/emerging students. This has proven to be successful for our students, given that their instruction is in English with ENL supports. In Global History, our ELLs (including former ELLs) have fared better than their counter-parts school-wide on the Regents Exam. On the ELA Regents, ELLs have a 9 percent lower pass rate than their counterparts. To improve our ELLs' performance on the ELA Regents, Mr. Kelly is pushing in with 11th and 12th grade ELA teachers and Ms. Bivona is pushing in with 9th, 10th, and 11th grade ELA teachers. Both teachers plan with the teachers who they work with and with each other so that we can do everything possible to best support our ELLs.
- b. We create our ELL periodic assessment in-house and it is administered once per semester. The exam is modeled after the NYSESLAT and students are evaluated on each modality of the English language. The exams are scanned using DataLink software; questions are linked to standards and modalities; and students are given reports and item analysis after each administration. Additionally, the results are used to inform instruction in the ENL classes.
- c. Information from the RLAT and the periodic assessments are shared with ELLs' content-area teachers after each administration during staff meetings, PDs, and via e-mail. Particularly for lower-level students, Mr. Kelly and Ms. Bivona conference with content teachers to help them use the students' strengths in English to support their learning in their classes.
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](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
At parent orientations, students and parents are interviewed about their past education, reading writing, listening, and speaking. If this information indicates that a student may be SIFE, the student and parent are further interviewed using questions from the ALLD. In addition to this, Spanish-speaking students are administered the LAB-R in Spanish to assess their language and literacy skills in their home language. All students are given support in their native language through the use of dictionaries, glossaries, and translators as often as possible. Students are also given exams and class resources in their native languages when available (except during NYSESLAT and ELA exams).
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We use different criteria to evaluate the success of our ENL program. In addition to analyzing the data of the NYSESLAT exams, we also look closely at students' credit accumulation and regents exam pass-rates. Twice per year, we administer an interim assessment. The first assessment is used as a baseline and the second is used to measure progress. These help to inform instruction and they help us to predict proficiency levels for the upcoming year.

Part IV: ELL Identification Process

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

- 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.
All students who are new admits to the NYC Department of Education are referred by Rosalie Petroglia, the Pupil Accounting Secretary to Christopher Kelly, the ENL Coordinator. Mr. Kelly then interviews the students and parents to complete the HLIS and determine NYSITELL eligibility. Interviews are conducted in the native language (Mr. Kelly speaks French and Spanish and interpreters are used when necessary) or in English if the parents speak English. If the HLIS indicates that the student is eligible for NYSITELL testing, an individual parent orientation will be conducted to discuss the options available to the student. A video presentation will be given in their home language (if available) and support will be provided to help the parent to complete the forms as needed. The forms are also available in many languages. The student will be scheduled to take the NYSITELL as soon as possible and no more than ten days after they are enrolled. An entitled student will then be placed in ESL classes appropriate to his/her proficiency level, based on the NYSITELL scores. The NYSITELL is usually administered by Mr. Kelly and always administered by one of the licensed ESL teachers (Marie Bivona or Yoon Lee).
- 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).

At the parent interviews, students are asked about their prior education while filling out the HLIS. If the HLIS indicates that the students could be SIFE, a more in-depth interview is conducted using the SIFE questionnaire. Additionally, students are asked to provide writing samples in their native languages. These writing samples are given to staff members who speak the languages to evaluate the students' writing. In the event that no one is available who speaks the student's language, we look outside to our neighboring schools for help evaluating the writing.

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).

When a newly enrolled student has an IEP, the Language Proficiency Team meets with the student's parent or guardian. The LPT uses the HLIS, assessments administered in the student's home language, writing samples, an interview with the student, information provided by the CSE, and other factors to determine NYSITELL eligibility. The members of the LPT are Tori Raysor, Assistant principal; Christopher Kelly, ENL teacher; Jessica Brett, IEP Coordinator; and the student's parent(s) or guardian(s).

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.

After the NYSITELL is administered and scanned, students are placed appropriately and entitlement or non-entitlement letters are made and given to the students to take home. To be sure that parents receive the letters and that no questions are left unanswered, Mr. Kelly calls the parents to advise them of the outcome of the NYSITELL as well.

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).

When a student is newly enrolled, Rosalie Petroglia (Pupil Accounting Secretary) advises Mr. Kelly of the home language of the student. Mr. Kelly calls or meets with all parents of students who are new to the school and are considered ELLs. If the parents believe that their child has been identified as an ELL in error, they are advised that they can submit a written request to initiate review of ELL status. Once the written request is received, the Mr. Kelly (and the CSE, if applicable) reviews all documents related to the student's initial enrollment. Student work is reviewed and teachers are consulted. If the student was originally determined not to be eligible for the NYSITELL, he or she may be administered the exam. From there, the principal meets with the parent and makes his recommendation on the status, before sending it to the superintendent for final approval.

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.

Individual parent orientation sessions are conducted by the ESL Coordinator, Christopher Kelly, when it is determined that a student is eligible to take the NYSITELL. If the parent is available, this meeting takes place as soon as the student is identified as eligible for NYSITELL testing. If the parent is not available, an appointment is made to conduct the orientation within ten days. The parent orientation video is shown in their home language and the brochure for explaining the types of programs is given to them in their home language. If this is not available, translation services are provided. During the individual meetings, parents are given the opportunity to ask questions about the various programs and they are assisted in filling out the Program Selection Form.

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.

Parent Survey and Program Selection forms are done at orientation when the students are first enrolled. The forms are filled out and signed at orientation and a copy is given to parents to keep for their records. Entitlement letters are given to the student to bring home after the student is identified as entitled to ENL services. All of these forms and letters are kept on file in the ENL Coordinator's office, room 1002. In addition, Mr. Kelly (the ENL Coordinator) calls the parents to inform them of the NYSITELL results to be sure that any questions that they have are answered.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Since Parent Surveys and Program Selection forms are completed with parents at enrollment, they are all completed and filed before the parents leave the school. Mr. Kelly explains to parents at orientation that the forms are being filled out in the event of the student receiving a score below commanding on the NYSITELL. This prevents parents from having to come back to fill out the forms after the student is tested.

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

At the beginning of the year, students are given placement letters to bring home to parents. They are given two copies: one for parents to keep and one for parents to sign and return to the school. The school keeps these letters on file in room 1003.

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

Each document is copied and placed in the student's cumulative folder, as well as on file in room 1003. In room 1003, copies are sorted and stored by year.

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.

The NYSESLAT is planned and scheduled well in advance of the actual test dates. Speaking tests are administered by teachers who are not the ENL teacher of the student being tested, as per the directives of the NYSESLAT instructions. The listening, reading, and writing components are scheduled and letters are sent home to parents to inform them of the importance of the test and of the test dates. Parents are also called individually. Each sub-test is administered without interruption to the students on the scheduled days and students are not penalized for class work missed due to the exam. Each day, phone calls are made to the students who are absent for the given portion of the test to insure that their parents are informed of their missing the exam. Students are given ample opportunities to make up any or all parts of the NYSESLAT. Our goal is to test every student by the end of the administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of each year, all students are given either continued entitlement letters or transitional support parent notification letters to take home. Students are given two copies: one for parents to sign and return and another for parents to keep for their records.
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).
25 of 25 students at Queens Metropolitan High School have opted for ESL instruction as their program of choice. Our program is aligned to these parent choices. All parents were sent a continued entitlement letter (available in multiple languages), informing them of their children's program for the upcoming school year, as well as giving them instructions for what to do if they want to change the students' programs. Students were instructed to bring a signed copy of this letter back (and leave one with their parents for their records). Signed copies are on file in room 1003.

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.
Entering and Emerging students are given freestanding ENL instruction for 1-2 periods per day. They are grouped by proficiency level with all grades in one class. All proficiency levels are placed in ELA classes with Mr. Kelly and Ms. Bivona co-teaching with the ELA teachers. Students are integrated into classes with non-ELLs of their same grade levels and receive support from the ENL teachers.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
Mr. Kelly works with the program office to insure that students are placed in freestanding and push-in classes and that all students are receiving the appropriate number of instructional minutes, if not more. In the beginning of the year, a line schedule of all ENL students is checked to be sure that any program changes made did not take away from the mandated number of instructional minutes of ENL to which students are entitled.
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.
The content areas classes are delivered in English with native language support through the use of glossaries, bilingual dictionaries, translators, and when possible, materials in the native languages. Glossaries and bilingual dictionaries are available for all teachers for use in their classes. In addition to this, teachers use SIOP (Sheltered Instruction Operational Protocol)

methodologies to support the learning of all of their students. These strategies are especially helpful to ELLs and do not take away from instruction for other students. These methodologies include, but are not limited to visual cues, writing prompts, sentence starters, flexible grouping, explicit instruction of vocabulary, and presenting information in multiple modalities.

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

Because we only provide ENL instruction here, we do not regularly evaluate ELLs in their native languages. We do, however, evaluate incoming Spanish-speaking students using the LAB-R in Spanish. In addition to this, students are given the option to take exams in their native languages and, when available, exam materials are given to the students in their native languages. We believe in using the native language as a support for students' English acquisition whenever possible.

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

In our ENL classes, students are evaluated on each modality in each unit. Students regularly participate in class discussions and are asked to present information to the class. Also, each unit test has a listening, reading, and writing component. These are modeled after content area exams and the NYSESLAT. We also administer an interim assessment to ELLs once per semester. This assessment is modeled after the NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Any student identified as SIFE will receive further support with literacy via adapted texts and push-in support, homework help before school on Mondays and Tuesdays and after school on Wednesdays and Thursdays, as well as counseling as needed. We focus most on meta-cognitive strategies and study skills. In tutoring and in class, we work with students to help them learn effective note-taking, methods to study, and ways to help themselves understand and retain what they read. These are skills that we focus on with all students, but we place particular emphasis on these skills with students who have not had consistent prior schooling.

b. At admission, each newcomer is interviewed and their needs are assessed. We use this information in scheduling and placement. We often find that our newcomers test at higher levels because they have taken English in their home countries and subsequently score higher on the reading and writing sections of the NYSITELL. These students need particular support with listening and speaking, which impacts them greatly in their content classes. Because of this, we offer students support before and after school and sometimes place them in an additional ENL classes for their first semester. Newcomers that test at an entering/emerging level are placed in an ENL class and in ELA classes with a push-in ENL teacher. Additionally, they are placed in support classes before and after school for help with homework, vocabulary, and grammar. We also offer native language support and we maintain constant communication between the newcomers' content teachers and the ENL teachers. We believe that it is very important to support newcomers, but also to support the teachers of the newcomers in providing the best instruction possible.

c. We recognize that students who have been here for 4-6 years have different needs than newcomers. We look at each student individually to assess their language needs, using the NYSESLAT results and other data. These students receive most of their instruction in ELA classes with an ENL teacher providing support. To assist these students, the ENL teachers plan with the ELA teachers to make sure that each component of the lesson is scaffolded to make the lesson objective attainable for the developing ELLs.

d. Former ELLs receive further support via ENL teachers in their ELA classes, as well as the accommodations afforded to them on exams throughout the year, in class and Regents exams. Teachers are e-mailed a list of ELLs and former ELLs at the beginning of the year, advising them that students should get time and a half on exams, as well as the use of glossaries, translators, and other language supports.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the members of the language proficiency team, the parent(s)/guardian(s), and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the school provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he consults with the superintendent or his/her designee. Final decision notification is then given to the parent(s)/guardian(s) in writing (translated if necessary) within 10 school calendar days.

Chart 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?

The teachers of ELL-SWDs also differentiate the process, content, and product so that all students have the opportunity to achieve academic competency and success. They do this through adapted texts, the teaching of meta-cognitive skills, multiple versions of assessments, sentence starters for writing, and various other strategies to differentiate instruction. Accommodations are made for the students in all aspects of instruction and assessment.

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?

Our school is an inclusive school with SETTS, ICT, and self-contained classes. The IEP committee completes a comprehensive evaluation for our ELL-SWDs to make a recommendation for the least restrictive environment. All instruction and assessments are delivered according to the recommendations of the IEP committee.

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.

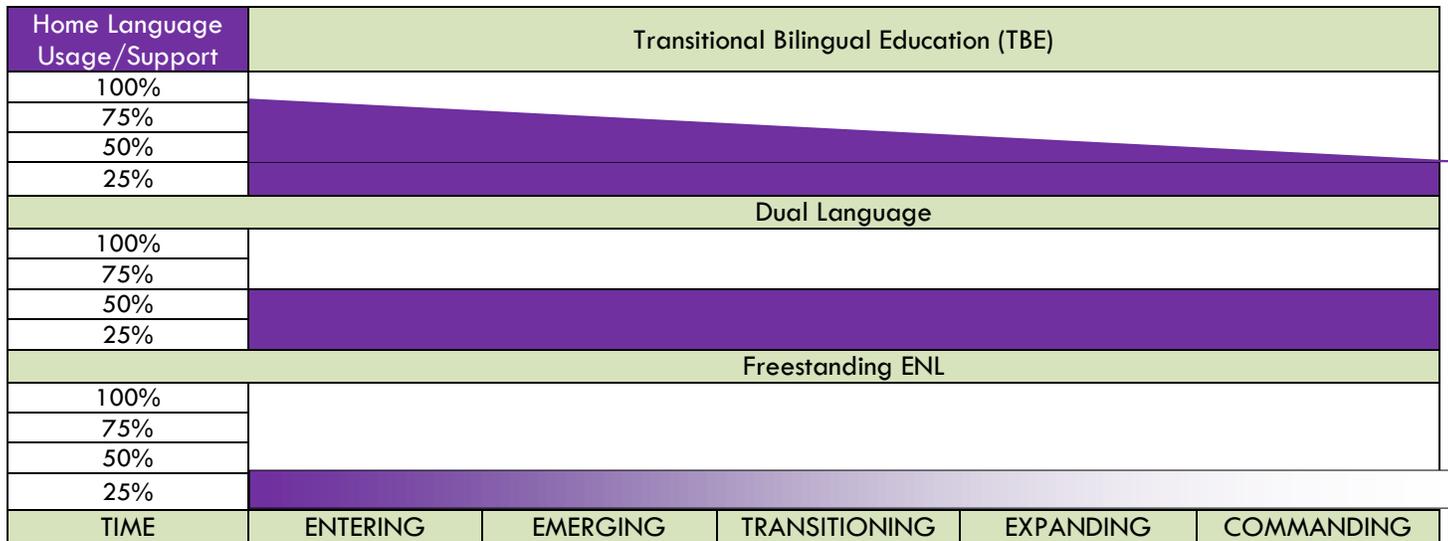


*Note: “other approved services” does not apply to New York City at this time.

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.
 - Push-in ENL teachers in ELA classes for all grades.
 - After-school tutoring in all content areas for all sub-groups, Wednesdays and Thursdays in room 3021
 - Entering/Emerging students get ELA support in their ENL classes, using articles from Newsela.com to deliver content at different reading levels
 - Students are scheduled for more than the minimum mandated minutes of instruction per week by scheduling them for period zero support and period nine support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The targeted interventions that we have taken have proven to be very effective in Global History, giving the ELLs a higher pass rate than the school as a whole. We continue to provide these same supports and interventions in the ELA classes and programs before and after school.
12. What new programs or improvements will be considered for the upcoming school year?

This year, we are meeting the new state mandates for students by having ENL students push in to ELA classes, but we wish to continue providing supports in other areas. To do this, we are placing students in extra ENL classes before school and after school to support them in their content classes, language acquisition, and to assist them with homework.
13. What programs/services for ELLs will be discontinued and why?

In order to meet the new state mandates, we are unable to provide push-in services in Global History classes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We are aware that it is very important that our ELLs have the same access to our school programs as other students. Our school has many clubs and sports, as well as tutoring and other after-school activities. ELLs are encouraged to attend these programs that interest them and the announcements are made available to the ENL teachers for clarification. Additionally, our parent coordinator sends e-mails to students' parents advising them of school events and activities and parents are advised to e-mail Mr. Kelly for clarification and/or translation. Additionally, ELLs have their own tutoring program that coincides with the school-wide after-school homework program. They have a choice to go to either program for extra help and support. We also have events that are exclusively for ELLs, such as the ENL Family Dinner that we have in the Spring. This was so successful last year that we are considering having one in the first semester of this year as well.
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.

We are aware of the potential for technology to aid in language development and acquisition. Each classroom in the school is furnished with a Smartboard and projector and each teacher is given a laptop and an iPad. The iPads can be given to students for adapted texts, translation, or alternate assignments. The Smartboard Notebook Software, as well as PowerPoint, can be used for visuals, video clips, and manipulation in ways that a standard chalkboard or whiteboard cannot. Additionally, we have seven laptop carts and an iPad cart that can be checked out and used in any class. Last year, we also purchased a number of electronic translators, some of which are state-approved for use during Regents Exams.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as dictionaries and electronic translators. We also have a large number of staff who speak other languages; these staff members can be used for support, translation, and parent outreach. Teachers also work with Mr. Kelly and Ms. Bivona to find materials that are grade-appropriate and support students in their native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required resources and support correspond to ELLs ages and grade levels. In the ELA classes, we have found translated editions of books in Chinese and Spanish. Additionally ENL teachers take articles and short readings that ELA teachers assign and adapt these texts for the use of entering/emerging/transitioning students in the ELA classes. Social studies teachers also have an extensive library of adapted readings and materials from past years in which ENL teachers pushed in to Global History classes.
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).

We conduct school tours and orientation for new students during the spring semester and during the summer. These tours and orientations are conducted by Kim Ramazan, our parent coordinator, and our teachers and staff. Interpretation is made available to students and parents and all information is translated into various languages. Our goal is that incoming ELLs and their families feel just as welcome as all of our other students.
19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We provide professional development for teachers and staff throughout the year. Mr. Kelly conducts "courses" with teachers that meet every two weeks for two months at a time. The professional development consists of using ENL data to inform instruction, SLOP strategies, and models strategies put together from a 13 page guide written by Mr. Kelly for the content area teachers. This guide is available for all teachers, but it is used as a text for the workshops conducted by Mr. Kelly. Additionally, Mr. Kelly is available to meet with teachers on a regular basis for planning purposes and staff is continuously provided literature and other resources to build awareness as to the needs of ELLs and best practices to address those needs.
- 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?
As part of the workshops conducted by Mr. Kelly, teachers are invited to bring in their Common Core-based lesson plans. Mr. Kelly models scaffolding strategies for the teachers to help them teach ELLs how to achieve the objectives of the common core. Additionally, all staff is trained in various strategies for discussion, using textual evidence, and other aspects of the Common Core Standards. To better help the ELLs, the entire school has adopted common instructional strategies that are implemented in the same way in every class. These strategies provide a uniform method of annotation, discussion, and writing with textual evidence.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Aside from being invited to student orientations, teachers are invited to work with Mr. Kelly to learn about the social aspects of being an ELL. Mr. Kelly furnishes the teachers with the Years of Service Report (RYOS) and works with teachers to address the needs of specific students.
- 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 hours of ELL training for all staff happens throughout the year. Teachers are given the opportunity to select workshops that meet much more than the minimum requirement for hours of training. This is done through smaller workshops, as well as whole-staff meetings.

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?

Mr. Kelly and Ms. Bivona conduct parent meetings continuously throughout the year, as needed. Parents are contacted through our scheduled weekly parent outreach time and are asked to come in either at that time next week or at a time that is more convenient to them. If needed, we use the DOE interpretation hotline to communicate with parents. These meetings address individual issues regarding language, content, and/or social issues. When needed, we ask Lori Kalman, the school social worker, to attend to share resources for counseling in various languages.

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. Our school has an active parent coordinator, Kim Ramazan, who works with the PTA to hold monthly PTA meetings. Notifications and materials are available in various languages and given based on the responses to the Home Language Identification Surveys. Additionally, Mr. Kelly surveys parents in the fall semester to see what their wants and needs are in regards to academics and social issues. Based on that information, workshops are organized for ELL parents. These workshops coincide with the PTA meetings in the spring semester, so that the parents of ELLs can have the opportunity to go to the PTA meetings afterwards. Additionally, we hold an ENL Family Dinner each spring.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here: No

5. How do you evaluate the needs of the parents?

The parents' needs are evaluated in various ways. Mr. Kelly meets with parents at orientations and, aside from the forms and questions required, asks about social needs and wants that parents may have. Parents of all ENL students are given surveys in the fall semester to find out what their concerns, wants, and needs are as well. These surveys are then used to plan workshops and try to address said needs.

6. How do your parental involvement activities address the needs of the parents?

Parent workshops are designed around the feedback from parents when they are surveyed during the first semester. In addition to this, specific situations sometimes require individual attention. Mr. Kelly works with guidance counselors and support staff to assist parents with students' needs and, when necessary, make referrals to outside organizations.

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.

Paste response here:

School Name: Queens Metropolitan HS		School DBN: 28Q686	
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)
Greg Dutton	Principal		10/30/15
Tori Raysor	Assistant Principal		10/30/15
Kim Ramazan	Parent Coordinator		10/30/15
Chris Kelly	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Lindsay Harvey/Social Studies	Teacher/Subject Area		10/30/15
Lisa Petrosino/English	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Lori Kalman	School Counselor		10/30/15
Juan Mendez	Superintendent		10/30/15
Marie Rousseau	Borough Field Support Center Staff Member		10/30/15
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q686**

School Name: **Queens Metropolitan High School**

Superintendent: **Juan Mendez**

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.

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

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

Spanish, Albanian, Arabic, Korean, Polish, Greek, Mandarin, Cantonese, Italian, Bengali, Russian, Serbo-Croatian, Japanese, Swahili, Hindi, Portugese, Indonesian, Nepali, Armenian, Punjabi, Belo-Russian

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.)

Student Handbooks, Discipline Code, Parent-teacher conference announcements, PM School notifications, Summer School notifications, Tutoring schedules, School Calendar, Testing Calendars, Information regarding school events

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.

Parent-teacher Conferences (twice per semester), Tours for Parents of 8th Grade Students (ongoing), PTA Meetings (once per month), ENL Parent Workshops (to be decided, depending on survey results), ENL Family Dinner (to be decided - sometime in April),

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.

A calendar will be made, coinciding with the school calendar, but noting each event one month prior. At that time, documents will be requested from the appropriate people and submitted for translation.

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.

As often as possible, we try to use our staff for translation and interpretation. We have staff members who are fluent in Spanish, French, Haitian Creole, Italian, Polish, Armenian, Persian, Arabic, Greek, and Bengali. Additionally, all staff is made aware of the option to use over-the-phone interpreters. We also use interpreters from outside vendors when no other options are available.

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.)

All stakeholders of our school community are informed of our needs for translation/interpretation during interviews, meetings, parent-teacher conferences, PTA meetings, and other school functions. Additionally, staff is made aware of translation services and options through e-mails and announcements. The number for the translation hotline is given to all staff members so that it can be used to communicate with parents.

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

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

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)

Parent survey