

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X248

School Name:

METROPOLITAN HIGH SCHOOL, THE

Principal:

NARAYANAN MADHUSUDHA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Metropolitan High School School Number (DBN): 12X248
Grades Served: 9-12
School Address: 1180 Rev. James A. Polite Avenue, Bronx, NY 10459
Phone Number: 718-991-4634 Fax: 718-542-7294
School Contact Person: Madhu Narayanan Email Address: mnarayanan@schools.nyc.gov
Principal: Madhu Narayanan
UFT Chapter Leader: Alex Sczesnak
Parents' Association President: Sharon Williams
SLT Chairperson: Madhu Narayanan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharon Williams
Student Representative(s): Eris Villalona
Erismelca Jorge

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 835, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-329-8030

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
NY 10458
Director's Office Address:
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Madhu Narayanan	*Principal or Designee	
Dominick Passafiume	*UFT Chapter Leader or Designee	
Sharon Williams	*PA/PTA President or Designated Co-President	
Wilton Guerrero	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julio Obrien	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jessica Summers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alex Sczesnak	Member/ Teacher	
Stacy Ross	Member/ Teacher	
Yadira Cintron	Member/ Parent	
Adelaida Rodriguez	Member/ Parent	
Yolanda Perez	Member/ Parent	
Carolina Beltre	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Metropolitan High School is a small high school located in the South Bronx serving approximately 320 students. It was modelled after the Noble Street Charter School network in Chicago, and still retains elements of that school. These include a merit/demerit system, double periods of English and Math for 9th and 10th grade students, and an Advisory program for students. Most teachers know every student, and the administrative team has become familiar with our students on an individual level.

The school has an IEP population of 26% and an ELL population of 23% (an additional 18% of students are former ELLs). The overwhelming majority of the school is Black or Latino, and most receive free or reduced lunch. The school offers limited PSAL sports (soccer, baseball, softball, basketball), an active National Honor Society, and several small clubs (yearbook, newspaper).

An area of growth this past year has been collaborative teachers. While staff have always worked together in service of students, several new teams have formed with specific goals, including the Attendance Team, the Hiring Team, an Advisory Team, and the Administrative Team. In preparation for next year, extra time has been built into the schedule to increase collaboration among teachers. A professional development program has started here where teachers can work together in building their knowledge of the Danielson Framework; teachers consistently mention the value of working with colleagues in these sessions. Finally, the school had its application to the Teacher Leadership Program approved and this will strength collaboration within departments.

An area of focus is Rigorous Instruction. This was a focus area of the Quality Review (1.2) and has also been highlighted through frequent observations. It is hoped that through a focus on instruction student performance in courses and in exams will improve.

The school is developing staff capacity through participation in the Teacher Leadership Program and the Academic Positive Behavior Institute, and is starting a partnership with the Phipps Neighborhood program.

12X248 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	330	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	1
School Composition (2013-14)					
% Title I Population	85.5%	% Attendance Rate			84.0%
% Free Lunch	87.5%	% Reduced Lunch			4.5%
% Limited English Proficient	21.7%	% Students with Disabilities			25.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			20.1%
% Hispanic or Latino	76.4%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6
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	63.7%	Mathematics Performance at levels 3 & 4			60.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.4%	% of 2nd year students who earned 10+ credits			67.6%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate			63.1%
6 Year Graduation Rate	77.3%				
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.

In June 2014, the pass rate on the Algebra CC Regents exam was 16%. Even though there has evidence of some gains (for example, in January the pass rate for Algebra Regents was 21%), we still feel Mathematics is an area of focus.

This year’s Quality Review highlighted QR Indicator 1.2 as a focus area. In discussing the impact on instruction, the reviewer found “Inconsistent teaching strategies [led] to uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in student work products, including the work of English language learners and student with disabilities.”

Our school has several strengths. Across classroom observations, Domain 2 is consistently rated highly (95% of ratings on components 2a and 2d are effective or highly effective). Also, the Quality Review found that our staff communicates high expectations to students and staff in a number of ways, particularly through our College Prep program and systems of communicating student progress (“Detailed feedback and guidance/advisement supports promote students’ preparation for the next level”). Finally, our staff values quality PD; over 85% of teachers routinely rate recent PDs as applicable and engaging. All of these suggest that our students are ready and capable of being pushed through rigorous instruction and our staff is ready to grow.

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 June 2016, Regents Pass Rates in Common Core Algebra Regents exam will increase to 50% as measured by June 2016 Algebra CC Regents Pass Rate.

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 Rigorous Instruction and the Common Core 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?
Weekly department meetings in Math will focus on incorporating Standards of Mathematical Practice into all lessons, and aligning assessments to those practices.	Algebra Students	Sep '15 – June '16	Principal, Algebra Teachers, and Department Leader
Teachers will engage in Curriculum Planning in order to create lessons and units aligned with CCLS and rigorous instructional practices	Select Teachers	Summer, Fall 2015	Principal, Teachers
All math teachers will receive frequent observations with high quality feedback aligned with the Danielson Framework component 1e, 3b, and 3c	Algebra Teachers	Sep '15 – June '16	Principal, Algebra Teachers, Coaching personnel

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.											
Three days of curriculum planning with four Math department teachers to align curriculum with rigorous instruction and the CCLS. We are using NYSTL funds to purchase EngageNY Algebra Curriculum and materials. We are exploring staffing options to provide high quality coaching to teachers. We will have Regents Prep sessions as the Regents exam date approaches, and teachers will receive per session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	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 February 2016, scholarship reports for Algebra students will show 80% pass rate. We will conduct a mid-semester check in with algebra teachers where we will review the scholarship report, identify potential interventions for students who are failing, and implement these strategies in the second marking period.

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

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

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

Part 1 – Needs Assessment

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

A supportive environment is important to our school. An analysis of relevant data shows that there are several opportunities to strengthen our family and communities ties; this will result in better student attendance which in turn will result in stronger student achievement. Here are some important data points:

- Among 1st – 3rd Year students, credit accrual could improve (78%, 68%, and 69% of students earn 10+ credits). We know that stronger attendance leads to more credits.
- Regents Pass rate in Math, Science, and Global History are trending downwards. We know that better classroom performance leads to higher pass rates
- Parent attendance on the PTA is low; however, parents voiced support for school in surveys and in the QR. We know there is then an opportunity to engage more parents.
- The Quality Review highlighted that parents and students are aware of school expectations (3.4).
- The Attendance Rate overall in 2014-2015 was 82.5%. There were 72 Students identified as chronically absent.

In a pilot Attendance Intervention, 22 out of 30 targeted students saw their attendance improve.

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, increase overall student attendance to 88%, and reduce the number of students who are “Chronically Absent” to 15% of student body as evidenced by RSAL and the Chronic Absence Tool. We will have a mid-year review where we look at the RSAL report, with the goal of an improvement to 85% overall, with less than 20% of our students identified as "Chronically Absent."

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 Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create an Attendance Team that meets weekly to identify chronically absent students</p>	<p>Chronically Absent Students</p>	<p>Sep 8th, 2015</p>	<p>Attendance Team members</p>
<p>Making daily phone calls for absent students</p>	<p>Absent Students</p>	<p>Sep 8th, 2015</p>	<p>Attendance Team Members</p>
<p>Monitor and track daily student attendance to identify trends</p>	<p>All Students</p>	<p>Sep-June '16</p>	<p>Principal, Ms. Delacruz</p>
<p>Make summer calls and schedule summer visits with Chronically Absent Students</p>	<p>Chronically Absent Students</p>	<p>Summer, 2015</p>	<p>Attendance Team</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>An Attendance Coordinator in charge of outreach, data, and intervention will be funded. A pupil accounting secretary will be funded and will contribute to outreach and data collection. Funding is set aside for monthly celebrations.</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	X	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 February 2016, the RSAL report will show student attendance of 85%.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

As highlighted in other sections, there is considerable room for student performance to improve. For example, in 2014 Semester 1, course pass rates in Math, ELA, and Social Studies were 66%, 68%, and 70%, and in 2013 Semester 2 they were 70%, 81%, and 78%. Measuring College Readiness, between 28-32% of our students are passing courses in these subjects with above an 80%. Similarly, Regents Pass rates in Math Regents in January 2015 were 20% for Integrated Algebra and 50% for Geometry. English pass rates in January 2015 were 42.2%, and Global History the pass rate in Spring 2014 was 37%. In all Regents Exams, fewer than 10% of students received above an 80 except in Algebra 2/Trigonometry and US History (28%).

Our Advance observation data for 2015-2016 highlights 3b and 3c and areas with opportunities for improvement. 48% (3b) and 33% (3c) of ratings given in these two components were “Developing” or lower. QR Indicators 1.1 and 1.2 were identified as “developing” during our last Quality Review. Regarding planning, only one ESL-General Ed Teacher team has co-planning time, and no ICT partnerships have co-planning time. Finally, teachers have repeatedly given feedback during Professional Development expressing a desire for more time to collaborate with their colleagues.

US History Regents Exam scores are a strength; as mentioned above 28% of students pass with greater than an 80, and the overall pass rate is 57%. Another strength is teacher skill with Domain 2 of the Danielson Framework (2a, and 2d). Across classroom observations, student behavior is strong and there is a consistent welcoming and respectful environment in classes. Finally, teachers have repeatedly expressed through feedback during Professional Development that they value working and discussing instruction with their colleagues.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will have engaged in high quality weekly Professional Development focused on 1e and 3c (as a faculty, in department teams, and in grade teams) as evidenced by meeting agendas, minutes, and feedback forms.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create time for three 45-minute professional development sessions, including a weekly department meeting, grade team meeting, and faculty meeting, to discuss how to improve their instructional techniques and student outcomes</p>	<p>All Teachers</p>	<p>Sep 2015- June 2016</p>	<p>PD Committee, Principal</p>
<p>Participate in Teacher Leadership Program, and use participation to facilitate high quality department meetings</p>	<p>All Teachers</p>	<p>Sep 2015- June 2016</p>	<p>TLP Participants</p>
<p>Engage fully in instructional Observation-Development Cycle, with high quality feedback, clear next steps, and assessment of progress in Danielson Framework for Teaching (FFT) components 1e, 3b, and 3c.</p>	<p>All Teachers</p>	<p>Sep 2015- June 2016</p>	<p>Principal, Assistant Principal, Coaching Staff</p>
<p>Teachers will engage in summer Unit Planning to create units aligned with Common Core Learning Standards (CCLS) and rigorous instructional techniques as detailed Danielson FfT</p>	<p>Teachers available for summer</p>	<p>Summer, 2015</p>	<p>Teachers</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>12 Teachers will spend 3 days engaged in summer unit planning. Teachers will continue to unit plan throughout the year on a per session basis.</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	X	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 February 2016, weekly department schedule will be created, TLP Participants will have attended 5 PD sessions on facilitating instructional department meetings.</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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 and 2 on Grade 8 NYS ELA assessment or previously failed ELA Regents exam.	English Regents prep	Small Group, tutoring	After School
Mathematics	Level 1 or 2 on Grade 8 NYS math assessment or previously failed Algebra Regents exam	Algebra Regents Prep	Small Group	After School
Science	Level 1 on Grade 8 NYS math assessment, failing score on previous science Regents exam or failing performance in class to date	Science Regents Prep	Small Group	After School
Social Studies	Failing score on previous Global / US History Regents exam or failing performance in class to date	Global / US History Regents Prep	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as having chronic absences, frequent discipline issues, or crises	Counseling, Mediation, Guidance Support	One-to-one or in pairs where appropriate	During the School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A hiring team has been formed to review resumes for open positions and interview candidates. Programming assignments are being made based on student and teacher performance data with the goal of matching student needs with teacher skills. Instructional Team (principal, dept. leaders, coach) will form PD Committee to create high quality engaging PD.

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).
Instructional Team (principal, dept. leaders, coach) will form PD Committee to create high quality engaging PD. Dept. leaders will also get professional development through the Teacher Leadership Program, with the goal of aligning Department time and work with Rigorous instruction and CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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.).

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.

During weekly department meetings, Teachers will analyze on-going assessments to future instruction. We will also have time during our Professional Learning sessions to learn what are the criteria for strong assessments, to practice creating strong assessments before a unit of instruction is taught, and to get feedback.

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	275,011.00	X	5a, 5b 5c
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	11,200.00	X	5c, 6
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,252,288.00	X	5a, 5b, 5c, 6, 7.2b

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon an 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 liaison between the school and families. This liaison 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;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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>The Metropolitan High School</u>	DBN: <u>12X248</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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

Subgroups and grade levels of students to be served: There are 78 students in our ESL population. There are 26 (9th graders), 30 (10th graders), 15 (11th graders) and 7 (12th graders).

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parental involvement is paramount to student success. We recognize that many of our ELL parents find involvement with their child's school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. Parents will be encouraged to take part in workshops on various issues that will educate parents on how to participate in the educational process of their children. Notification: Letter will be sent to parents in their preferred language. Telephone messenger will be used to notify and remind parent weekly about the institute; the messages will be translated as needed.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services	-	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 12	Borough Bronx	School Number 248
School Name 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 Madhu Narayanan	Assistant Principal Andrea Riley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Candida Tejada	School Counselor Marjorie Allen
Teacher/Subject Area Frederick Park	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Elaine Lindsey	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 <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	330	Total number of ELLs	96	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	19
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	38

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
DL										0
ENL	35									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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										31	20	26	15	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	0
Haitian														0
French													1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other WO											1			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)										6	3	5	2	0
Emerging (Low Intermediate)										5	3	3	3	0
Transitioning (High Intermediate)										5	9	4	1	0
Expanding (Advanced)										18	3	10		0
Commanding (Proficient)													1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	17		8	
Integrated Algebra/CC Algebra	41		20	
Geometry/CC Algebra	13		0	
Algebra 2/Trigonometry	4		0	
Math _____				
Chemistry				
Earth Science	16		1	
Living Environment	10		4	
Physics				

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	22		3	
Geography				
US History and Government	21		11	
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.
 Early literacy of ELLs have been obtained through the NYSITELL, the Spanish LAB and the Wilson Just Words test. We have recently begun assessment after initial placement of all students, including English Language Learners using Achieve 3000 which is part of the core instructional program. Results from Achieve 3000 indicate that LEPs need extensive support in reading and writing. With these assessments we are able to adjust instruction to meet the literacy levels of our students. The data helps Metropolitan staff to choose reading materials and resources based on what is most comprehensible to our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Patterns across proficiency levels show that the majority of our ELLs are below grade in literacy. Patterns show that our students perform lowest in reading and writing on the NYSESLAT. Our students score higher on the listening and speaking section. When NYSESLAT scores are released, the ENL department (Candida Tejada, Frederick Park) meet to review data and assess patterns in scores. With this information, the ENL department shares the information with the rest of the staff at The Metropolitan High School . This data is analyzed during the two days of school before students attend and the information is reviewed for patterns in scores and throughout the school year as other teacher-created assessments are administered.
- 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?
 ELL periodic assessment has been used to inform the instructional planning of teachers. It identifies the standards and the skills that our students are proficient on and indicate the areas for improvement.
 A) The results have the following implications

- The results indicate that we need to increase the opportunity for students to engage in literacy
 - Students need to be exposed to literacy in all subjects areas
 - Additional professional development is needed to help teachers differentiate instruction for the different levels of proficiency.
 - Parents and students need to be more informed of the importance of sitting for the exam.
 - Non- ENL teachers need additional professional development on implementing ENL strategies in their lessons.
 - ELL students are scheduled for a special writing course in order to help them improve composition skills and gain mastery over grammatical and mechanical structures.
 - ELA/ENL teachers provide students with intensive preparation for the two writing tasks on the ELA Regents Examination.
 - Students do not take exams in their native language since all courses are taught in English. We do use supplemental resources in their native language when necessary.
- B) ENL teachers co-teach students' subject area classes as literacy and ELL specialists. In this fashion, they are able to provide students with content-area support in reading and writing and, when necessary, to help content-area teachers diversify instruction in order to address the needs of English Language Learners. Differentiating instruction incorporating the balanced literacy model, Point of Entry, hands on approach and modeling strategy. We focus on writing skills (phonics, grammar, syntax and language mechanics), Collins Writing Program and Wilson Just Words.
- C) Native Language is also used as a supplemental resource to help comprehension and understanding of the content material. The Metropolitan High School has only a Free Standing ENL program. Therefore all classes are taught in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).] The ENL Team and departments meet to review student performance on Regents and on assessments. We will be introducing a new protocol this year to identify gaps by sub-group and matching interventions with those gaps.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
Content and ENL teachers work together to set content and language objectives within the unit in order for ELLs' to grasp the lesson. It is important that these objectives are explicitly reviewed at the beginning and at the end of class using strategic introduction of content vocabulary, literacy instruction and hands-on manipulative. Teachers will review child's educational history to make appropriate instructional adjustments, and take into account the cultural background. Teachers are encouraged to have a language objective for each lesson for English Language Learners.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of programs are measured using growth on NYSESLAT and Regents Exam Pass Rates.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.
Parents of students who are new to the New York City Department of Education public school system and who are registered at The Metropolitan High School are administered the Home Language Identification Survey (HLIS) to determine if another language other than English is spoken at home. Parents who are native Spanish speakers are accommodated by bilingual English-Spanish staff members (Candida Tejada, Milly Lopez). If the native language is a language other than Spanish, the resources provided through the Translation and Interpretation Unit are utilized, including the "I Speak Card". A Translator will be called and if necessary, a meeting will be scheduled at another time when a translator can be in attendance at The Metropolitan High School. The completion of the HLIS is supervised by the ELL coordinator/licensed ENL teacher –Candida Tejada who speaks English and Spanish. If it is determined that a language other than English is spoken at home, the student is then administered the NYSITELL within 10 days of enrollment in the school. The ENL Coordinator will administer the HLIS, administer the NYSITELL and the (Spanish LAB-R for newly identified ELLs whose home language is Spanish; conduct an informal interview with the family of the newly enrolled student to ensure placement in the proper language program. Parents are notified within 5 school days of ELL determination. The school will inform parents the results of the NYSITELL and ELL status using the standard notification letter (in the parent's preferred language) provided by NYCDOE.

Students are identified as LEP if they score at the entering, emerging, transitioning and expanding level. These students are then considered 'entitled' as is evident by the RLER report. Entitled students are administered the four components of the NYSESLAT yearly until they test out and score at a proficient/commanding level. They may also exit out by receiving a 65 and above in the ELA Regents and scoring at an advanced/expanding level on the NYSESLAT. Spanish speaking students will be given the Spanish LAB, also administered by Candida Tejada whom is TESOL certified NYS pedagogue. The intake team consists of Milly Lopez, pupil personal secretary and bilingual English-Spanish, Candida Tejada ENL Coordinator/teacher. Candida Tejada and Milly Lopez are both fluent in Spanish to assist in the intake process. Students re-entering the DOE after two years or more having been enrolled in a school outside of NYC and/or NYS must complete the ELL Identification Process described previously for students that are new to the New York City Department of Education.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The same process is followed for all students who are new to DoE and our school. If there is reason to believe a student has had their education interrupted, the oral interview questionnaire is administered. The Literacy Evaluation for Newcomer SIFE (LENS) is administered for those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish. Findings are documented in the BNDC no later than 30 days from initial enrollment.
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).
The process is the same for students with IEPs as described in the initial identification of ELLs, except we consider services in the IEP when creating their program. An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs with disabilities are not exempted from taking the NYSESLAT. The LPT members consists of Brett Keeports (SPED coordinator) whom is a SPED certified NYS pedagogues and Candida Tejada (ENL coordinator/teacher) whom is TESOL certified NYS pedagogue.
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.
Parents complete program selection form after they have viewed the video in house and have relevant information about the three instructional programs. Within 5 school days of ELL determination, entitlement/non-entitlement letters are sent out to parents with results of the NYSITELL and ELL status. The ENL coordinator mails them out to parents. Copies of entitlement/non-entitlement letters are now maintained in the student's cumulative record in the main office. If student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters will be retained in the student's cumulative folder.
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).
The ENL coordinator informs parents and students 18 years and older that they have the right to appeal upon enrolling their students in the school if they believe their child has been misidentified as an ELL or non-ELL. Correspondance will be sent in the parent's preferred language. They may request within 45 days of enrollment only that the ELL Identification Process be administered a second time. Copies of letters will be placed in student's cumulative record and kept in the main office.
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.
The ENL Coordinator/ENL teacher-Ms. Tejada is instrumental in describing the three program choices to parents in native languages during the initial parent orientation process. This process is carried out in enrollment because of the trend of parents not returning for the information session. Parents view the video of the three choices in their preferred native language to get a better grasp of the three instructional programs that are available to them. After parents have been informed of all three models at the parent orientation meeting, we will provide parents with a Parent Survey & Program Selection form. Parents complete program selection form and return to the school within 5 school calendar days. When we reach the required number of students in a grade level who requested a TBE/DL program, we will conduct outreach to all the parents who had selected those programs by mail in the parents preferred language. At this time we only offer the Freestanding ENL program at our school since that is the only demand we have at this time. If we do have a parent that would like their child to be placed in a TBE or DL program we assist them in finding a school where the program they are interested in exists. If the parent does not make a selection, child is usually automatically placed in the bilingual program but since at this time we only offer a Freestanding ENL program student will be placed in that particular program in our school. At the school, we are documenting parent's selection preferences and maintaining a log until we have the amount required to establish a bilingual program in the school as well.
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.
Parents complete program selection form after they have viewed the video in house and have relevant information about the three instructional programs. Entitlement letters are sent out to parents with results on NYSITELL scores and ELL status. The ENL coordinator

mails them out to parents. Copies of entitlement/non-entitlement letters are now maintained in the student's cumulative record in the main office. All letters are sent home in parents' preferred language. Preferred language letters are obtained through the Translation and Interpretation Unit. At the time a TBD/DL program becomes available, parents will be notified by mail in their preferred language immediately.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The pupil accounting secretary (Ms. Lopez) along with the ENL Coordinator (Ms. Tejada) monitor Parent surveys and forms, and follow up as required. After the Parent Survey and Program Selection form is completed by parent and returned to the school it is then placed in student's cumulative record. The selection on any particular form is logged in an in-house form that is periodically monitored. At this time we have not had a parent that has not completed a selection form but if the case arises in the near future the parent will be contacted to come in for an interview and complete the process in the school before the deadline.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator (Ms. Tejada) and Pupil Accounting Secretary (Ms. Lopez) follow the protocol to ensure that placement notification letters in the parent's preferred language are distributed properly. The parent notification letters are sent out immediately after ELL status has been determined with a given time frame. If the letter is not returned 2 days before the deadline a call is then made to the parents inquiring the status of the letter or/and requesting for them to come in to the school to complete the process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Ms. Tejada the ENL coordinator or/and Ms. Lopez the Pupil Accounting Secretary place all documents in the student's cumulative record in the main office. Ms. Tejada (ENL coordinator) has access to all ELL documentation and Mr. Park (ENL teacher).
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 ENL coordinator (Ms. Tejada) runs the (RLAT) in ATS which states all students that are required to take the NYSESLAT. The ENL department designs an Assessment Plan to test students in all aspects of the NYSESLAT, and administration works to modify the schedule as necessary so teachers have time to administer and grade the exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL Coordinator runs two reports. The RLAT for entitled and RLAT for the non-entitled students reports and ensures that continued entitlement/non-entitled notification letters and transitional in the preferred language are distributed properly in the first 10 calendar school days.
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).
Yes. Parents are aware of our offerings at this school and have not requested other program choices besides the standalone ENL, so parent choices are aligned with the offered options.

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.

The Metropolitan High School offers a Free Standing ESL instructional program. English Language Learners at Metropolitan High School receive instruction in the targeted language (English). Students with limited English Proficiency receive integrated ENL support in English and Content courses. ESL teachers travel to classrooms with a concentration of ELLs and assist the students in their targeted language and content teachers in adapting lessons. Emerging and Entering ELLs are grouped in separated stand alone classes; instruction is led by a licensed ESL teacher and the curriculum is designed to identify and develop specific English skills aligned to the NYSESLAT.
 - 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)?

ESL Teachers and administration meet to review the programs of all ELLs. Each program is checked against the required number of instructional minutes and where necessary, programmatic changes are made to student or teacher schedules. Emerging and Entering students have support in standalone classes as well as in their English class and content classes; transitioning students have support in English and a content course where available; expanding and commanding students have integrated support where available.
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.

English Language Learners at Metropolitan High School receive instruction in their target language (English). Content area teachers continually receive professional development on how to address the needs of language learners and differentiation of instruction in their subject-area. In order to address the levels of ELL subgroups, teachers utilize the hands on approach and point of entry during instruction, which emphasizes modeling and guided practice. English Language learners are provided with tiered materials in literacy classes and native language resources for contents such as mathematics, science and history when available and according to their individual needs. Content area instruction is delivered in English by fully certified content specialist. Certified ESL teachers push in to some content area classes to provide language support for LEPs. Teachers make use of bilingual glossaries and dictionaries to assist in making content comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We do not offer a Bilingual or Dual Language program therefore students are not evaluated in their native language. We use the Spanish LAB test for newly entitled Spanish speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all ELLs are appropriately evaluated in all modalities the NYSESLAT scores are taken into consideration in order for the content and ESL teacher plan accordingly; the NYSESLAT is used as a general baseline and teachers give other diagnostic assessments to gauge student levels. There are a variety of writing, speaking, listening, and reading assessments, both formative and summative, through the year. For example, there are short answer questions based on passages, poetry assignments that use specific grammar skills as a focus, listening passages throughout the year, and guided reading. The standalone courses use the four modalities as the foundation for the structure of the class. Other ELLs (transitioning and above) are evaluated periodically by the ESL teachers in their small groups or through analysis of students' work.
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

In addition to the instructional modifications detailed below, all ELLs and former ELLs receive testing accommodations such as extended time, separate location, and access to a dictionary.

 - a. Within the program models, SIFE students are mixed heterogeneously in classes. Our instructional plan for SIFE students includes intensive differentiation using the Achieve 3000 program. They are also provided with additional resources to help them catch up

on any material missed. Teachers use differentiated instruction and scaffolding with individual students to level instruction and student work appropriately. SIFE students are encouraged to attend The Metropolitan High School's after school tutoring and homework help program for additional support.

b. Newcomers are mixed heterogeneously in classes as well. They are given native language resources, when available, to help them in content comprehension. Their assignments are modified to be appropriate to the English language level. If available, they work side by side with a more proficient English Language learner whom shares a common native language with the newcomer.

Newcomers are also encouraged to attend the Metropolitan High School's after school tutoring and homework help program. Graphic organizers and writing templates will be used to help students organize and develop emerging writing skills. Teachers will

help students to build schema as a foundation for new language and content. Vocabulary development through the use of glossaries, word wall and Achieve 3000 will continue to be a focal point of ESL instruction.

c. English language learners that have been receiving services for 4-6 years are encouraged to attend after school tutoring and homework help at the Metropolitan High School. English language learners that have been receiving services for 4-6 years are

given work that focuses on English reading and writing, according to the RMNR scores obtained through ATS.

d/e. The administration and teachers recognize that there is a special challenge with long term LEPs and former ELLs. Our instructional approach serves to encourage language proficiency as well as to offer them opportunities to take advanced courses.

Former and Long-term ELLs are identified for teachers so they can modify instruction appropriately; where appropriate and possible, these students also receive push-in support. Students are offered rigorous regents prep classes in Mathematics, Sciences, Social Studies and English Language Arts. LTE's and former Ells are given access to NYS Regents preparation through Castle Learning (an online test prep system) to improve their performance on Regent exams. They also receive testing accomodations such as extended time, separate location, and access to a dictionary.

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.

For students whose parent/guardian request an initiaion of re-identification appeal, we will do the following within ten days of receipt of the request:

- 1) review all previous documents related to the entry identification process
- 2) review the Student's work in English and the home language
- 3) if appropriate, administer the NYSITELL
- 4) have a qualified staff member conduct an assessment of speaking, writing, reading, and listening
- 5) consult with a parent or guardian before making a final determination if the status should be re-assigned.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are taught in heterogeneously mixed classes. ESL and content teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding (graphic organizers, writing templates, modified writing prompts) is encouraged. e. Instruction is delivered within the On-line learning technologies are used to enhance the learning experience of students; Achieve 3000 is used to assist in the delivery of differentiated instruction; Castle learning is available for students to engage in test preparation. Through instructional feedback and professional learning, teachers are encouraged to use and design materials that support learning for ELLs and SWDs, including well designed graphic organizers, materials with visuals, scaffolded texts.

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?

ELL-SWDs are placed according to their language and IEP needs. They are serviced by special education teachers, as well as ESL teachers. ELL-SWDs are placed in the least most restrictive environment in order to make classrooms as inclusive as possible.

Most

ELL-SWDs are placed in classes that adhere to the collaborative team teaching model. They are mixed heterogeneously with peers

that do not have learning disabilities. There are two teachers in the classroom. When a self-contained class is the least

Chart

restrictive for the ELL-SWD, the self-contained class is serviced by the Special Education teacher as well as the ESL teacher.

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

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

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

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



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

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

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

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

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

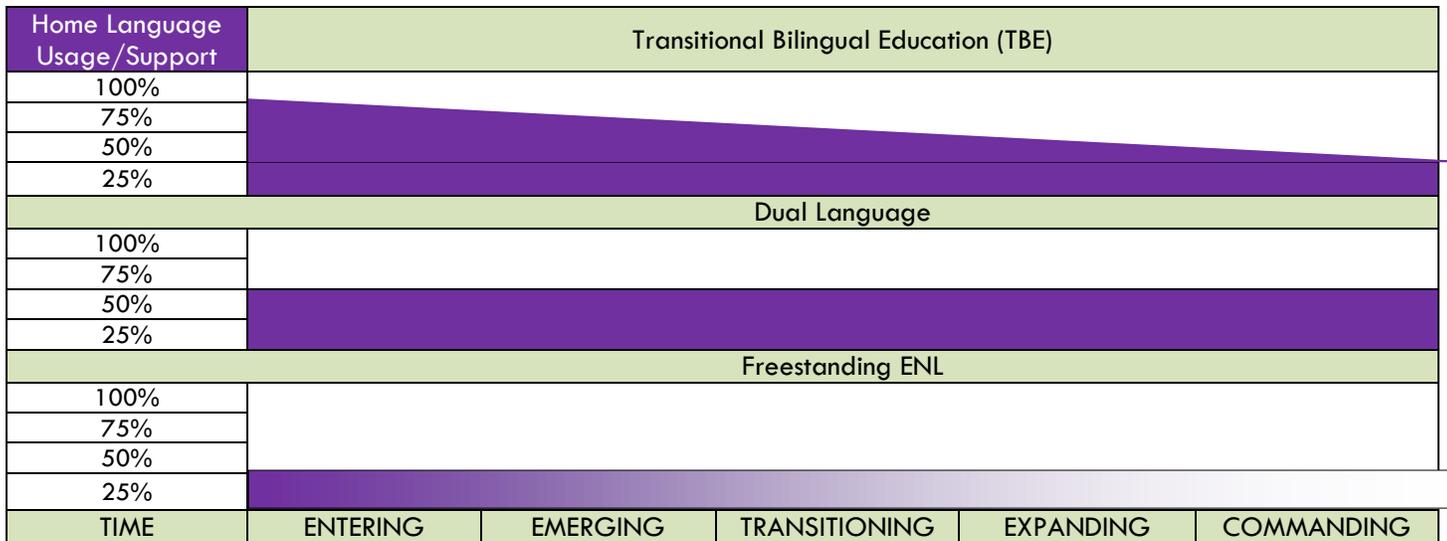


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention for ELLs in ELA is done through Achieve 3000 which is given each day apart from the ELA literacy instruction students receive as well. ELLs are able to increase their own literacy skills through independent reading. Independent reading is done on a daily basis. ELA classrooms offer varied text of all levels and languages. Based on the student's performance on the reading/writing modalities on the NYSESLAT, the student is encouraged to choose an appropriate independent book from the options of bilingual books, native language books, graphic novels and English novels. Currently, the classroom libraries contain books in English, Spanish, French and Arabic. The ELA teacher uses differentiated instruction through supplemental texts and modified assignments to give the ELLs full support in the classroom. Content teachers are well aware of the ELLs and the levels of the ELLs in the class. Content teachers work with ESL teachers to learn new strategies for incorporating vocabulary and literacy into the math classes. History and Science classes are serviced by content teachers alongside ESL teachers to help ELLs succeed in content comprehension as well as their English language proficiency. Native language materials and resources are provided for students when available. ELLs are able to take the NYS Regents (with the exception of the ELA) in their native language. They are provided with a glossary for all NYS exams. All ELLs are encouraged to attend after school homework help and tutoring. There is an ESL teacher whom conducts afterschool tutoring at least once a week that is fluent in Spanish and English; therefore can assist the native Spanish speakers with homework help in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers are made aware of ELLs through Skedula and through a shared Google Drive Spreadsheet that identifies all ELLs and their levels. As evidenced by the number of LTEs and Regents Pass Rates of ELLs, the effectiveness of our program is mixed. ELLs have been doing best in US History and English, but poorly in Math, Science, and Global History Regents Exams. Exam results, broken by sub-group, are shared with teachers, and ELL students are identified through our data-sharing system (Skedula, Google Drive) and through the support of the ESL Teachers.
12. What new programs or improvements will be considered for the upcoming school year?
- Targeting support in Math classes by pairing our ESL Teacher with 9th and 10th Grade Algebra; offering exams in students' native language. Incorporating ESL Strategies in all classes, and building teacher capacity to do so through PD.
13. What programs/services for ELLs will be discontinued and why?
- Grade-specific ESL Standalone classes will be discontinued (they will continue to be offered by grade, but now split by proficiency level as well). Also, ESL teachers will not push in with teachers with whom they don't have an opportunity to co-plan.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all school programs including sports, town halls and any after school clubs. Announcements are made in English and Spanish notifying students of upcoming student activities. Town halls are down to highlight the diverse ethnic and cultural backgrounds of all our students.
- The Metropolitan High School uses Title III funding to support an ESL Afterschool Academy for homework help and tutoring. The program is available Monday thru Thursday for an hour and a half after school. Attendance is encouraged. Content teachers give extra credit to students who stay to obtain additional support. SIFE and Long term ELLs are encouraged to participate in the after school tutoring services and extracurricular activities available to them. The Title III afterschool program provides ELLs homework assistance and tutoring in Mathematics, Science, History and English. ELLs reaching proficiency on the NYSESLAT are provided continual support through our program model and afterschool program. They continue to receive extended time on assessments, both state and teacher created for additional two years.
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.
- The Metropolitan High School will continue our Push-in and Collaborative Team Teaching by designated content area teachers to instruct our ELL population. This will provide a richer opportunity for collaboration with the ESL pedagogues. ESL teachers will be able to focus on more than one content area.
- The instructional materials used by our ELLs are as followed:
- English/Reading Comprehension: leveled novels of various genres, Collins writing model and ACHIEVE 3000 using the Common core Standards
 - Mathematics: Common Core Standards
 - Science: Living Environment, Chemistry Earth Science and Physics; teacher created units of study using the Common Core standards
 - History: The Key to Understanding Global History, The Key to Understanding American History using the Common Core Standards
 - Dictionaries in Spanish and English, Arabic and English, French and English, English to English, Spanish to English translators.
 - Every classroom has access to computers and a SmartBoard.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We have Home Language support in our standalone ESL program, an ESL teacher is proficient in Spanish and several students are registered for AP Spanish and Literature courses. In content courses, teachers are encouraged to use translations, give extra time, and make dictionaries available to students, or pair them with students fluent in their language. Bilingual dictionaries/glossaries are available, where appropriate students are paired, and native language texts are used where possible.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

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

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

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

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

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

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

Teachers are required to use ARIS Learn to complete a self assessment and participate in individualized PD to improve growth areas
 2. 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?

All teachers of ELLs are offered weekly PD in department teams and as a faculty with an instructional focus on component 3c of the Danielson Framework for Teaching. Part of that PD is ensuring that learning activities are differentiated for groups of students, including ELLs.
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Metropolitan High School provides support to staff to assist ELLs as they transition from one school level to another by providing staff with per session paid time in the summer to prepare an orientation for the students to make the transition as smooth as possible. Our advisory program is used to help with transitions, and advisory teachers are supported with an Advisory committee that designs goals and recommends curricula. Finally, staff are given assistance through connecting with other teachers on their grade team and identifying potential solutions for challenges that arise.
 4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
- The school has increased its focus on quality professional development, creating a weekly Professional Learning series on strengthening instruction. The focus thus far has been on strong assessments, and by clarifying learning goals it is opening avenues for differentiating instruction for ELLs and SpED students. Another focus has been Danielson component 3c which specifically emphasizes "teacher scaffolding to support...engagement." Finally, ESL teachers are in the process of designing a series of sessions that specifically addresses learning needs to ELLs; together these elements will compose the 7.5 hours of mandatory ELL training. ESL teachers also given multiple opportunities to engage in outside PL opportunities to meet the new PL mandates in CR Part 154.2, and then are encouraged to turn-key these learnings through department meetings. ESL teachers are available for co-planning with content teachers in order to make a more successful learning environment for all students.

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?

Our ESL teachers and support teachers where appropriate will use the newly created Parent Engagement time to meet with ELL parents to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. One ESL teacher is proficient in the home language of the vast majority of our students, the other teacher will receive support where necessary.

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.

Outreach will be conducted via phone calls, letters, emails, and through the students, and will be recorded in Skedula. The actual meeting will be documented in Skedula and we are exploring using Google Docs to pilot documenting this meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parent involvement is highly encouraged. We have translators present at all Parent meetings, our PTA by-laws are now readily available in Spanish, and we have actively recruited parents of ELLs for our PTA. Some other efforts we are implementing: translators present at each Parent Teacher conference, continuing to use translated mailings, and using technology to reach out with translated documents and allow parents who can't make it to still contact us/stay updated via Twitter, Facebook, and email.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Metropolitan High School maintains partnerships with the following community based organizations: Community Healthcare Network, Monroe College, Bronx Community College. Monroe College and Bronx Community College after college preparation workshops to both parents and students. The Community Healthcare Network workshops for parents on health related issues concerning their children. They also offer free or low cost medical services to parents/students of our school community.

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

Parents' needs are evaluated through the parents surveys, discussions at Parent Teacher conferences and communication during Parent teacher conferences. The parental involvement activities reflect the feedback the school receives on parental needs. The Metropolitan High School does not currently have a parent coordinator. The Metropolitan High School uses the PTA meetings as an opportune time to hear parents and their preferences. The Metropolitan High School also has an advisory system that encourages communication between parents and advisory teachers.

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

The Parent Teacher Association meets once a month. The needs of the parents are discussed at these meetings. Translators are present as are translated materials. The Metropolitan High School also encourages communication between staff and parents. Parent-teacher conferences are scheduled throughout the year when necessary.

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: **Metropolitan High School**

School DBN: **12x248**

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)
Madhu Narayanan	Principal		1/1/01
	Assistant Principal		1/1/01
n/a	Parent Coordinator		1/1/01
Candida Tejada	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marjorie Allen	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12x248** School Name: **Metropolitan High School**
Superintendent: **Elaine Lindsey**

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.learnedoe.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.

Upon first arrival at our school and as the HLIS is administered, parents are asked what is their preferred language of communication. We use any ATS data to help in determining a preferred language.

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

English, Spanish, French

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.)

After school announcements, Parent Teacher Conference Announcement, disciplinary code, report card distribution, NYS testing, curriculum night announcement, Senior Year announcements, announcement of college-prep activities

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.

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.

Members of staff are fluent in written Spanish and can translate those documents. Office staff are able to contact the DoE Translation unit for special cases.

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.

Members of staff are fluent in written Spanish and can translate those documents. Office staff are able to contact the DoE Translation unit for special cases (French, other languages).

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.)

Translation & Language procedures will be reviewed at a staff meeting in the beginning of the year, including how to use DoE Translation services and which staff members can aid in translation. We will also share Language policies.

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

Part F: Monitoring and Quality Control

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

We are creating a survey that parents can complete in the building and on-line. Parent Teacher night will have a chance for parents to provide feedback as well.