2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 23K647

School Name: METROPOLITAN DIPLOMA PLUS HIGH SCHOOL

Principal: MERI YALLOWITZ
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>School Name</td>
<td>Metropolitan Diploma Plus High School</td>
</tr>
<tr>
<td>School Number (DBN)</td>
<td>23K647</td>
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<tr>
<td>BEDS Code</td>
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<tr>
<td>Grades Served</td>
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<tr>
<td>School Address</td>
<td>985 Rockaway Avenue, Brooklyn, NY 11212</td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-342-6249</td>
</tr>
<tr>
<td>Fax</td>
<td>718-342-6329</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Meri Yallowitz</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:myallowitz@schools.nyc.gov">myallowitz@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Meri Yallowitz</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Tashena Heath</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Sally Allen</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Shameka Allen</td>
</tr>
<tr>
<td>Title I Parent Representative</td>
<td>Clorren Sealey</td>
</tr>
<tr>
<td>or Parent Advisory Council</td>
<td></td>
</tr>
<tr>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>Star Livingston, Dane Farrell, Wendy Nicholas</td>
</tr>
<tr>
<td>CBO Representative</td>
<td></td>
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### District Information

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<tr>
<td>Geographical District</td>
<td>23</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Paul Rotondo</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>198 Forsyth Street New York, N.Y. 10002</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:protaond@schools.nyc.gov">protaond@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>646-654-1261</td>
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<tr>
<td>Fax</td>
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### Field Support Center (FSC)

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<tbody>
<tr>
<td>FSC</td>
<td>Brooklyn North FSC</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Bernadette Fitzgerald</td>
</tr>
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</table>
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miri Yallowitz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Tashena Heath</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Sally Allen</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Shameka Allen</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Star Livingston</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Dane Farrell</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Judith Caputo</td>
<td>Asst. Principal/ Staff</td>
<td></td>
</tr>
<tr>
<td>Wesly Toussaint</td>
<td>UFT/Staff</td>
<td></td>
</tr>
<tr>
<td>Esther Nyako</td>
<td>UFT/Staff</td>
<td></td>
</tr>
<tr>
<td>Cloressa Sealey</td>
<td>Parent/Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Follett</td>
<td>Parent/Parent</td>
<td></td>
</tr>
<tr>
<td>Roxanne Canterbury</td>
<td>Parent/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Mission:</strong></td>
</tr>
<tr>
<td>Metropolitan DP HS is a learning community where adults are committed to supporting students' potential as they reconnect to education and embark on paths filled with opportunity. Metropolitan’s focus is to make academics relevant through real world experience and offer challenges that provide knowledge, choice, and positive outcomes. Activities are facilitated to expand their career and college opportunities.</td>
</tr>
<tr>
<td><strong>Our Vision:</strong></td>
</tr>
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</table>
The Metropolitan Diploma Plus High School community shares the passion and vision of successfully addressing the needs of the over-aged, under-credited youth. We aim to reach young people who face personal, educational, and economic challenges which make success in a traditional high school setting difficult. We recognize our students’ potential and challenge ourselves to build a learning community to support their efforts as they reconnect to their educational aspirations. Our school will address both the academic, emotional and social needs of transfer school students.

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

3. Describe any special student populations and what their specific needs are.

Our special populations at MDPHS include: Special Education students, ELL students, and Level 1 and 2 students. Their needs include addressing: their disengagement, diverse knowledge gaps, avoidance of academic interaction with teachers and peers, a wide range of reading levels, their sense of isolation, a fixed mindset, and poor reading habits.

We can address our students’ needs by pinpointing their gaps and providing targeted feedback. Students receive targeted instruction with digital supports to work through challenges. We establish a safe learning community to build productive relationships while supporting academic growth. We keep class size low, along with incorporating small-group learning which gives students the tools to develop bonds with the teacher and the class through goal-centered collaboration. We promote interpersonal skills with blended learning in specialized programs which promote curiosity and connections needed for use in college and careers as well. We teach and reinforce growth mindset across all content areas, along with celebrating persistence of students as they engage in a wide range of digital activities, whole group learning, independent reading, small group instruction, and student application activities. This can be accomplished by embedding the workshop model of literacy across all classrooms to address the needs of all levels of students.

Daily, students complete a choice of two Do Now/motivational activities to start the class after completing the arrival procedures to build routines and continuity of engagement in instruction. There is a share out portion of the period - embedding a discussion technique like a Turn and Talk. Our special populations work in differentiated stations to build the area/skill at which they struggle. Students engage in the writing process by analyzing exemplars and then drafting.
writing, and revising their written work while incorporating actionable feedback from peers and teachers. The development of vocabulary is addressed with our special populations through the use of the incorporation of the DOE’s Word Work and Word Play activities in vocabulary stations across all content areas.

4. Identify 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.

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

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

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

Additionally, teachers use common instructional practices to promote high levels of student thinking and participation. This instructional coherence is important to supporting students in achieving success and a sense of understanding of what they are learning. Informed by Danielson (3B), teachers use varying questioning and discussion techniques to encourage all students to participate. Teachers have worked collaboratively to develop strategies to teach speaking and listening skills in order for students to prepare for larger whole class discussion formats, including, a Socratic Seminar, Speed Share, Inner/Outer Circle. Asking questions and participating in discussions allows students to think, reflect, deepen their understanding, and challenge their ideas against those of their classmates. As a result, student work products and discussions exhibit high levels of thinking. Students participate and demonstrate ownership of their learning by using metacognitive and accountable talk stems. Teacher capacity is built to promote rigorous level discussions and tasks with coaching support, intervisitations, and with teacher-developed metacognitive stems.
Our school’s key area of focus for this school year will be Strong Family Community Ties. We have dedicated a part of our school’s computer lab to house a Parent/Community Center. The space has been configured to provide parents a place to use resources for themselves and their families. In addition to books, resources include computers, printers, internet access, fax machine and copier. Our goal was to create a space with the appropriate resources to support parents on their own journeys. Teenagers often desire to be treated as adults with independence; however, as adults, we know that they still need guidance. It is essential to understand that as teenagers on their path to young adulthood, schools and families must work together to build a foundation that is embedded in our school’s culture. The space itself will make parent visits daily and positive to the school community. We are pleased with this investment and will continually be rewarded with significant growth in parent participation at our school and in their children’s lives. We plan to host workshops through our collaboration with New York City Mission Society for families.

Engagement will be the key to planning, implementing, and sustaining Strong Family Community Ties. The engagement of parents, staff, and the community will increase buy-in, and in turn, more success will be achieved. Research shows that ways to engage low-income families is by understanding and directly responding to their needs, interests, and economic realities. By engaging parents, staff and the community, there is the opportunity to improve student achievement and social skills/behavior which will lead to an increased likelihood of high school graduation and a viable post-secondary plan. Our C.B.O. (NYC Mission Society) will present family engagement workshops and dinners for parents and children to have meaningful conversations around the table. These workshops may take place at PTA monthly meetings or other times that are convenient to parents. The ultimate goal of engagement is to involve families in the academic lives of their children. In order to build the kind of relationships that engage parents as true active partners, it is important to have open, ongoing communication. Feedback and reflection will benefit the work of the program in order to ensure the needs of the community are being addressed. It is crucial that Strong Family-Community Ties are built and sustained.
### School Demographics and Accountability Snapshot for 23K647

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 217
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>1</th>
<th># SETSS (ELA)</th>
<th>10</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>1</td>
<td># SETSS (Math)</td>
<td>9</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>33</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 8
- **# Music**: N/A
- **# Drama**: N/A
- **# Foreign Language**: 2
- **# Dance**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 90.0%
- **% Attendance Rate**: 83.7%
- **% Free Lunch**: 90.3%
- **% Reduced Lunch**: 2.8%
- **% Limited English Proficient**: 1.8%
- **% Students with Disabilities**: 31.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.9%
- **% Black or African American**: 86.6%
- **% Hispanic or Latino**: 11.1%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.5%
- **% White**: 0.5%
- **% Multi-Racial**: 1.4%

#### Years Principal Assigned to School (2018-19)
- **10.25**

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

#### % Teaching Out of Certification (2014-15)
- **42%**

#### % Teaching with Fewer Than 3 Years of Experience (2014-15)
- **58%**

#### Average Teacher Absences (2015-16)
- **31.8%**

#### US History Performance at Levels 3 & 4 (2018-19)
- **28%**

#### Mathematics Performance at levels 3 & 4 (2018-19)
- **21.9%**

#### 4 Year Graduation Rate (2018-19)
- **33%**

#### Regents Diploma w/ Advanced Designation (2015-16)
- **4%**

#### Overall NYSED Accountability Status (2018-19)
- **N/A**

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: NO
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Strengths:** Feedback from the 2017-2018 PPO visits found that teachers align curriculum to the Common Core Learning Standards, strategically integrate the instructional shifts, and ensure ongoing refinement and revision of their curricula and academic tasks through analyzing student work and data.

**Needs:** According to the regents data for 2016-2017, 81.8% of students scored a 65 or higher on the ELA regents exam. [Data source: Regents scores for ELA exams in January 2017, June 2017, and August 2017.] According to the January and June 2018 regents data, only 66.7% of our students scored 65 or higher on the ELA regents exam. [Data source: Regents exam scores for ELA in January and June 2018.] This shows that although the school ensures that curriculum is aligned to Common Core Learning Standards, many of our students struggled with academic vocabulary and comprehension of complex texts as they work towards being college and career ready.

#### Part 2 – Annual Goal

**Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction.** Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Boosting Academic Vocabulary and Comprehension of Complex Texts:**

By June 2019, 100% of students will demonstrate increased fluency of academic vocabulary, and the percentage of students scoring 65 or higher on the June CC ELA regents will increase by 5% compared to the scores on the CC ELA regents in the 2017-2018 SY.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Monthly Monday PD workshops on building academic vocabulary students need to access grade level complex texts. Instruction methodologies/techniques include sustained silent reading, quick writes using the reading habits, strategic thought partners for a variety of informational and literary texts, and annotating for a purpose.</td>
<td>All classroom teachers</td>
<td>September 2018-June 2019</td>
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<tr>
<td>Ongoing 1:1 mentoring of new teachers on designing instruction to boost academic vocabulary and comprehension of complex texts. Mentoring will be in teacher’s daily schedules as a professional period assignment.</td>
<td>All classroom teachers</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Creation and use of interactive learning walls focusing strategically on comprehension of pivotal and commonly found words.</td>
<td>All classroom teachers</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Creation and use of daily skills tracker to collect formative data of students' progress towards meeting the learning objective during active engagement and independent work time</td>
<td>All classroom teachers</td>
<td>Sept. 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our student life team (guidance counselors, Single Shepherd counselors, and CBO staff) and parent coordinator will communicate with families during parent teacher conferences (November 29 & 30, March 7 & 8), curriculum nights (September 26 and May 9), PTA meetings (3rd Monday of every Month), Saturday Academy (December 1, 8, 15; January 6, 13, 20; April 27, May 4, 11, 18; June 1, 8) and other school visits about teaching practices aligned with the Common Core Learning Standards. Our staff will share our school's beliefs about how students learn best aligned with the instructional shifts. We will invite our parents/families to Monthly Parent Learning Walks from October to May so our parents/families have opportunities to visit classrooms and observe our students engaged in higher order learning activities. Our staff will discuss and share curriculum maps and benchmark assessments across the content areas with families to support their understanding of rigorous instruction and the Common Core.

### 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.
Use of Monday PL time to analyze student work to inform next instructional steps. Master Schedule allows for all teachers to use common planning time as their professional period.

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

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<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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</table>

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 1, 2019, the percentage of students scoring 65 or higher on the January CC ELA regents will increase by 3% compared to scores on the CC ELA regents in SY 2017-2018.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Teachers create mid-year benchmark assessments - Argumentative Essay tasks.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths: We have built caring and trusting relationships with our students so they feel connected to our school. We recognize that our students need to “re-engage” or “re-connect” on their educational paths. As indicated on the 2017-2018 School Survey, 91% of students agreed or strongly agreed that most adults at our school treat them with respect. (Data source: 2017-2018 NYC DOE School Survey.) At some point in their high school journey, students became “disengaged” and “disconnected” - which commonly leads to chronic absenteeism, failed classes, and a general overwhelming, self-defeating attitude toward ever finishing high school. We are aware of our students’ past experiences and that we must support them in re-connecting our students to their education.

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Developing a Growth Mindset

By June 2019, 100% of students will increase their scores on Part I of the June Common Core RE in ELA by 5% as a result of 100% of ELA teachers using strategies to help students develop a positive growth mindset and productive persistence.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-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). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Provide PL to ensure all staff have an accurate understanding of a growth mindset vs. a fixed mindset and how it relates to our student population and their success.  
  e.g. Elements of a growth mindset: embrace challenges, persist in the face of feedback, see effort as the path to mastery, learn from criticism, find lessons and inspiration in the success of others. | All teachers | August 2018 to Sept. 2018 | Principal, A.P., Instructional Coach, Student Life Coordinator/Dean, Guidance Counselors |
| Develop classroom strategies that can promote a growth mindset, which include PL on: shift in teacher language to infuse positive messages, how to implement a growth mindset classroom, giving feedback with growth mindset messages, celebrate student success, create challenge activities to extend thinking, create opportunities for students to respond to feedback during the lesson | All Teachers | Sept. 2018 to June 2019 | Principal, A.P., Instructional Coach, Student Life Coordinator/Dean, Guidance Counselors and All Teachers |
| Create a Growth Mindset Rubric with specific indicators to use during weekly individual conferences with students, e.g. focus on one behavior from the personal and academic behaviors worksheet: persistence, engagement, self-regulation, work habits, communication, collaboration | All Teachers | Sept. 2018 to June 2019 | Principal, A.P., Instructional Coach, Student Life Coordinator/Dean, Guidance Counselors and All Teachers |
| Provide workshops for parents to reinforce the growth mindset at home: Shift the way you speak; Give praise for hard work, persistence, facing challenges; Discourage negative conversations about other successes; Learn from your own mistakes and the success of others. | Parents and Teachers | Sept. 2018 to June 2019 | Principal, A.P., Instructional Coach, Student Life Coordinator/Dean, Guidance Counselors |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our student life team (guidance counselors, Single Shepherd counselors, and CBO staff) and parent coordinator will communicate with families during parent teacher conferences (November 29 & 30, March 7 & 8), curriculum nights (September 26 and May 9), PTA meetings (3rd Monday of every Month), Saturday Academy (December 1, 8, 15; January 6, 13, 20; April 27, May 4, 11, 18; June 1, 8) and other school visits about teaching practices aligned with the
Common Core Learning Standards. Our staff will share our school's beliefs about how students learn best aligned with the instructional shifts. We will invite our parents/families to Monthly Parent Learning Walks from October to May so our parents/families have opportunities to visit classrooms and observe our students engaged in higher order learning activities. Our staff will discuss and share curriculum maps and benchmark assessments across the content areas with families to support their understanding of rigorous instruction and the Common Core.

Part 4 – Budget and Resource Alignment

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

Plan, collaborate, and implement with staff from ReDesign (a nonprofit organization dedicated to helping urban public schools re-engage teenagers who are at risk of dropping out). We have partnered with ReDesign in the Transfer School Institute and have utilized their participant-driven, data-informed school improvement methodology.

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

<table>
<thead>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

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 1, 2019, 75% of teachers and staff will use strategies to help students develop a positive growth mindset and productive persistence in which 75% of students will increase their scores on Part I of the June Common Core RE in ELA by 5% as a result of 100% of ELA teachers using strategies to help students develop a positive growth mindset and productive persistence.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teachers administer a mid-point growth mindset survey in Feb. 2019.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>One of the school’s strengths is that 100% of teachers agree or strongly agree that teachers in this school talk with one another about instruction. The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that are aligned with the school’s instructional goals. (Data sources: 2017-2018 NYC DOE School Survey). Across the vast majority of classrooms, teaching strategies include multiple entry points as well as extensions to support learners. Student discussion and work products reflect critical thinking, participation, and ownership.</td>
<td>Although teachers have made gains in meeting the needs of advanced learners, we need to continue to find opportunities to provide additional extensions for higher level learners. Informed by the Framework for Great Schools, there is a need to provide extensions into the curriculum for our students in the highest one-third and challenge our students to succeed at higher levels.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
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</tbody>
</table>

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>By June 2019, 100% of students enrolled in ELA will earn scores on the June CC ELA regents that are in the CUNY college ready bracket above a score of 75.</th>
</tr>
</thead>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Teachers</td>
<td>August 2018 – June 2019</td>
<td>Principal, Asst. Principal, Instructional Coach</td>
</tr>
<tr>
<td>ELA Teachers</td>
<td>Sept. 2018- June 2019</td>
<td>Principal, Asst. Principal, Instructional Coach</td>
</tr>
<tr>
<td>ELA Teachers</td>
<td>Sept. 2018- June 2019</td>
<td>Principal, Asst. Principal, Instructional Coach</td>
</tr>
<tr>
<td>Parents and Teachers</td>
<td>Sept. 2018- June 2019</td>
<td>Principal, A.P., Instructional Coach, Student Life Coordinator/Dean</td>
</tr>
</tbody>
</table>

**Provide PL to ensure ELA staff have an accurate understanding of the CUNY LINCT curriculum to strengthen the effectiveness of our students’ writing.**

**ELA teachers plan together to create strategic pairs for peer mentoring to support lower third and middle third students.**

**ELA teachers plan to incorporate extension activities. Students monitor their progress using self-assessments to articulate their next steps.**

**Provide workshops for parents to discover and reinforce the benefits of CUNY LINCT together and prepare for college level work.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our student life team (guidance counselors, Single Shepherd counselors, and CBO staff) and parent coordinator will communicate with families during parent teacher conferences (November 29 & 30, March 7 & 8), curriculum nights (September 26 and May 9), PTA meetings (3rd Monday of every Month), Saturday Academy (December 1, 8, 15; January 6, 13, 20; April 27, May 4, 11, 18; June 1, 8) and other school visits about teaching practices aligned with the Common Core Learning Standards. Our staff will share our school’s beliefs about how students learn best aligned with the instructional shifts. We will invite our parents/families to Monthly Parent Learning Walks from October to May so our parents/families have opportunities to visit classrooms and observe our students engaged in higher order learning activities. Our staff will discuss and share curriculum maps and benchmark assessments across the content areas with families to support their understanding of rigorous instruction and the Common Core.

### Part 4 – Budget and Resource Alignment

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

Plan, collaborate, and implement with staff who participate in the AP professional development. Per session for teacher planning and training.
## Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
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</table>

## 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 2, 2019, 75% of ELA teachers will implement instruction so that 100% students enrolled in ELA will earn scores on the June CC ELA regents that are in the CUNY college ready bracket above a score of 75.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teachers create and implement ELA mid-year assessments aligned with the CC ELA regents.

### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

We have been engaging our teachers in the practices of Danielson to increase effective practices in Domains 3b and 3d of the Danielson Framework.

Strengths: One of the school’s strengths is that 53.85% of teachers demonstrated effective practices in Domain 3b: Using Questioning and Discussion Techniques and 3d: Using Assessment in Instruction. (Data source: 2017-2018 NYC DOE Advance).

Needs: Although teachers have made gains in Domains 3b and 3d, we need to continue to familiarize teachers with effective practices, instructional strategies, and structures that demonstrate effective and highly effective characteristics of 3b and 3d. We need to provide teachers with differentiated support, professional learning and modeling so they develop pedagogical practices aligned with the effective and highly effective categories on the Danielson Framework.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
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<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, 100% of the teachers will receive differentiated professional learning and purposeful feedback from frequent cycles of classroom observations from school leadership to improve their instruction aligned with the Danielson Framework. As a result, there will be a 5% increase in the overall passing rates for all Regents exams in June 2019 as compared to June 2018.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</table>
| - Evidence-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). | All Teachers | September 2018-June 2019 | Principal, Assistant Principal, Instructional Coach |
| **Walk-throughs** will be scheduled with the Principal, Assistant Principal, Instructional Coach, and Peer Collaborative Teachers to develop a common vision and norms, and identify teacher strengths and weaknesses aligned with the Danielson Framework. | All Teachers | September 2018-June 2019 | Principal, Assistant Principal |
| **In September during the IPCs, teachers will begin to establish professional goals and action plans. Teachers will reflect on benchmarks for each goal at the end of each trimester.** | All Teachers | September 2018-June 2019 | Principal, Assistant Principal |
| Throughout the year, we will provide differentiated Professional Learning opportunities focusing on specific areas of need, including actionable feedback with next steps. Teachers will collaborate with Instructional Coach and Peer Collaborative Teachers (mentors) on specific instructional strategies and cycles of learning within their departments (Inquiry Teams). | All Teachers | September 2018-June 2019 | Principals, Assistant Principal, Instructional Coach, Peer Collaborative Teachers (Mentors) |
| **Ongoing Professional Learning** throughout the year will continue to differentiate support so teachers meet the criteria for effective practices on the Danielson Framework | All Teachers | September 2018-June 2019 | Principals, Assistant Principal |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our student life team (guidance counselors, Single Shepherd counselors, and CBO staff) and parent coordinator will communicate with families during parent teacher conferences (November 29 & 30, March 7 & 8), curriculum nights (September 26 and May 9), PTA meetings (3rd Monday of every Month), Saturday Academy (December 1, 8, 15; January 6, 13, 20; April 27, May 4, 11, 18; June 1, 8) and other school visits about teaching practices aligned with the Common Core Learning Standards. Our staff will share our school's beliefs about how students learn best aligned with the instructional shifts. We will invite our parents/families to Monthly Parent Learning Walks from October to May so our parents/families have opportunities to visit classrooms and observe our students engaged in higher order learning activities. Our staff will discuss and share curriculum maps and benchmark assessments across the content areas with families to support their understanding of rigorous instruction and the Common Core.

### 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.

- All Teachers, Instructional Coach, Peer Collaborative Teachers (2), Principal, and Assistant Principal
- Professional Development - Journal articles, books, lunch and learns

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, 75% of the teachers will receive differentiated professional learning and purposeful feedback from frequent cycles of classroom observations from school leaders which will result in a 5% increase in the overall passing rates for all Regents exams in June 2019 as compared to June 2018.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

At the end of each Trimester, teachers will reflect upon their MOTP data and scholarship reports to create or revise goals for the following term.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Needs: The average change in student attendance for the 2016-2017 SY was -2.99% (Data Source: 2016-2017 School Quality Snapshot). School-wide attendance data shows that the attendance rate for the 2017-2018 academic year was 63.7%. According to the 2017-2018 NYC School Survey Report, 64% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in classrooms, helped with school-wide events, etc.) sometimes or often. (Data Source: 2017-2018 School Survey). This data indicates that a low response for parent involvement in school activities can be indicative of a greater need to support low student attendance over all. We know that by digging deeper into the element of Strong Family-Community Ties, we can improve parent involvement at school activities including PTA meetings and conferences. Also, with 4 evening parent conferences (Fall & Spring), we have greater opportunities to host evenings for parents and families. By collaborating with parents, we can build stronger relationships with families as they engage with other parents and school staff. We also plan to host events during Tuesday’s parent engagement afternoons to promote stronger parent participation in order to provide support and resources to our school’s families. In turn, as we increase family involvement, we will improve student attendance.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of families will increase their involvement in school activities which will result in 100% of students increasing the average change in their individual student attendance by 5% as compared to 2017-2018.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host a Meet &amp; Greet in the Fall 2018 to introduce parents to staff and discuss course work/ common core curriculum, graduation requirements, and review “I Will Graduate” plan completed with guidance counselor. Guidance counselor and CBO College Advocate will discuss post-secondary options if applicable.</td>
<td>All students &amp; parents</td>
<td>Sept. 2018 to June 2019</td>
</tr>
<tr>
<td>Pupilpath Workshop: Register parents and demonstrate how to use Pupilpath, an online web-based, student data management system used by our teachers and CBO staff to track student grades, attendance, course progress, and behavior.</td>
<td>All students &amp; parents</td>
<td>Sept. 2018 to June 2019</td>
</tr>
<tr>
<td>Post-Secondary Options Workshop: Register parents and demonstrate how to use online tools to investigate post-secondary options with students.</td>
<td>All students &amp; parents</td>
<td>Sept. 2018 to June 2019</td>
</tr>
<tr>
<td>Workshops for parents and students to learn about viable post-secondary options for SWDs. Topics include learning about: college and career readiness, The School of Cooperative and Technical Education (Co-Op Tech), and ACCES-VR.</td>
<td>IEP/ELL students &amp; parents</td>
<td>Sept. 2018 to June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Our student life team (guidance counselors, Single Shepherd counselors, and CBO staff) and parent coordinator will communicate with families during parent teacher conferences (November 29 & 30, March 7 & 8), curriculum nights (September 26 and May 9), PTA meetings (3rd Monday of every Month), Saturday Academy (December 1, 8, 15; January 6, 13, 20; April 27, May 4, 11, 18; June 1, 8) and other school visits about teaching practices aligned with the Common Core Learning Standards. Our staff will share our school’s beliefs about how students learn best aligned with the instructional shifts. We will invite our parents/families to Monthly Parent Learning Walks from October to May so our parents/families have opportunities to visit classrooms and observe our students engaged in higher order learning activities. Our staff will discuss and share curriculum maps and benchmark assessments across the content areas with families to support their understanding of rigorous instruction and the Common Core.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for teachers who create and host workshops for parents, technology for workshops. Metrocards and light refreshments will be provided. For students, incentives for attendance will be provided by Positive Promotions. Practical school supplies with encouraging messages to promote daily attendance (e.g. Attend today...Achieve tomorrow). Other incentives may include gift cards for school related purchases: itunes for school related apps or Barnes & Noble for personal interest reading or studying.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, 50% of families will increase their involvement in school activities which will result in 100% of students increasing the average change in their individual student attendance by 5% as compared to 2017-2018.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The attendance team (Guidance Counselor, Student Life Coord./Dean, Pupil Personnel Secretary, District Attendance Teacher, and CBO staff) will review the relationship between student attendance data and parent attendance/participation at workshops at weekly attendance team meetings.

**Part 5c.** In February 2019, 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.

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

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | IEP mandates Teacher Referrals Suspension data | The Guidance Counselor provides services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.) | Small Group Counseling | During the school day |
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 4 students are in temporary housing. |

2. Please describe the services you are planning to provide to the STH population.

   Our student life coordinator, guidance counselor, and parent coordinator (STH team) will identify all STH families and act as liaisons for students living in temporary housing, and be responsible for tracking and providing interventions and support services in accordance with the McKinney Vento Act. The STH team will maintain a folder throughout the school year with ATS reports that include the names of students living in temporary housing situations and lists of services offered as funded by the Title I, Part A mandatory set aside. The STH team will participate in McKinney-Vento trainings on behalf of the school, each year. The STH team will work with the pupil accounting secretary to identify students in need of services and supports. The STH team will inform school staff on how to respond to a student living in temporary housing and share resources from trainings. The STH team will support families/students in temporary housing by offering solutions and connecting them with resources. The STH team will monitor and improve the attendance of STH students; assist in recruiting STH parents for activities intended for them, and facilitate extended day activities for STH students. The STH team will perform visits to family shelters to ensure that basic necessities (e.g. school materials, transportation, etc.) and supplementary educational and counseling services are readily available to students and families. The STH team will coordinate after school programs for students in temporary housing & ensure that those who attend our school while living in another borough continue to receive integrated services. The STH team will identify specific areas where more services for students in temporary housing are being requested or where mandated responsibilities are not being met. The STH team will develop and enhance partnerships that provide additional services and resources to students and families.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
<table>
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<th>NA</th>
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</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
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</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

New teachers are recruited at city-wide hiring fairs. Current teachers at our school attend these hiring fairs and meet with potential candidates. Potential teachers are invited to our school to learn more about the position and the needs of our students. There are other instances where teachers may be recruited through collegial networking and on-line personnel services through the DOE. The DOE human resources liaison also reaches out to potential candidates and shares information. Our hiring committee will bring individuals into our school community who believe in our mission and vision and commitment to our students and families.

From day one, our teachers are supported with extensive professional learning facilitated internally by peer collaborative teachers and a full-time instructional coach and externally by experts in our superintendency. Our current teachers are always able to provide a strong foundation of support to new staff. We will provide additional time throughout the week to support common planning time for all teachers. Teachers will receive differentiated professional development targeting their instructional challenges. Peer Collaborative Teachers and Coach will assist with facilitation of PD. We will focus on the cycles of learning (school wide inquiry) during whole school planning time after school on Mondays in which all staff analyze student work and revise instruction aligned to the CCLS.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff attends professional development workshops to meet their needs and support them in reaching their goals. Coaching visits take place with teachers individually and in small groups to support curriculum, lesson planning, and instruction. In addition, teachers meet weekly in a Professional Learning Community during an 80 minute block on Mondays and daily, by department, in Common Planning Time. The professional learning calendar outlines the details of our school’s professional learning plan over the course of the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (indicate the amount contributed to)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
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</thead>
</table>
Family 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 as if 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Metropolitan Diploma Plus High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan Diploma Plus High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

| Parental Involvement and School Quality |

2018-19 CEP 37
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Snapshot, Quality Review Report, School 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 Every Student Succeeds Act (ESSA);

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

**Encouraging School-Level Parental Involvement**

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.

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<th>School-Parent Compact (SPC)</th>
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**School-Parent Compact (SPC)**

Metropolitan Diploma Plus High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

1. **School Responsibilities: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA);

1. **School Responsibilities: Supporting Home-School Relationships**

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;

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<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
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<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
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</table>

- 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
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</table>

- 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;
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 promptly 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

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>23</td>
<td>Brooklyn</td>
<td>647</td>
</tr>
</tbody>
</table>

School Name: Metropolitan Diploma Plus High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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</thead>
<tbody>
<tr>
<td>Meri Yallowitz</td>
<td>Judith Caputo</td>
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<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
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<tbody>
<tr>
<td>Nicole Bermam</td>
<td>TBD</td>
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<tr>
<th>School Counselor</th>
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<tr>
<td>Jill Russo</td>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tbody>
<tr>
<td>Anthony Koulis/Living Env.</td>
<td>Clorrena Sealey</td>
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<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Wesly Toussaint/Gl. History</td>
<td>Semanda Alphonso Andrews</td>
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<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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<tr>
<td>Jill Russo</td>
<td>Bernadette Fitzgerald</td>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tr>
<td>Paul Rotondo</td>
<td>Jacqueline Barnett, GC</td>
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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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>certified bilingual teachers not currently teaching in a bilingual program</th>
<th>teachers holding both content area/common branch and TESOL certification</th>
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<tr>
<th>ELL teachers currently teaching in a bilingual program</th>
<th>certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>teachers holding both bilingual extension and TESOL certification</th>
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<tr>
<th>ELL teachers not currently teaching in the ENL program</th>
<th>teachers currently teaching a self-contained ELL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>special education teachers with bilingual extensions</th>
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D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Our school uses Common Core performance based tasks in ELA four times a year to assess early literacy skills. In addition, we use our trimester benchmark assessments to gauge student understanding and next steps at the end of each trimester. These assessments are created by our teachers and designed to address specific skill targets in comprehension, analysis, critical thinking and argumentation. Teachers collect data from ATS to gather NYSESLAT scores. Thus far, the data suggests that ELLs' listening, speaking, reading and writing scores from the previous year are reflective of their diagnostic scores from the beginning of the school year. The data provides insights into the appropriate levels for instruction as well as strategies to implement with these students to improve in the areas of listening, speaking, reading and writing. Teachers collect quantitative data to drive instruction. This data is used by our ELL support team and content-area teachers to differentiate instruction for whole class instruction, small group instruction and one to one support. To further support our
ELLs, our school will perform varied assessments periodically to track student progress and to further support early literacy skills. Our lesson planning framework is designed to create a multi-faceted workshop model which incorporates effective ELL strategies to meet the needs of those learners.

2. What structures do you have in place to support this effort?
   Our teachers align ELA curriculum to the Common Core State English Language Arts Standards that require students read and understand texts of increasing complexity. Our goal is to help prepare students to be college and career ready and our students engage in independent reading throughout the curriculum. Our teachers create supports that include vocabulary development in the context of reading (e.g., explaining a word and providing a visual, asking students to use context clues to guess a word’s meaning, providing a student glossary with home language definitions and easy to understand English definitions); and multiple readings with additional questions to help students arrive at the meaning of a complex passage.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   As noted by our academic notable gains, our ELLs received academic success in our targeted intervention programs across all content areas. Teachers collaborate during common planning time to construct and revise instructional plans to provide ELL additional support for Common Core based tasks, Regents preparedness, and other targeted needs during the instructional day.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Our teachers meet during common planning time in departments (daily) and whole staff (weekly) inquiry meetings to analyze student work and revise instructional practice. One example is collection of student work to measure students progress in Academic Language instruction. Teacher teams analyze student work using the following inquiry questions in their meetings: What is the importance of teaching academic language? How should I approach the teaching of academic language? Our goal in our cycles of inquiry is to continually collect student writing products, measure student performance and continually revise our instruction to improve student outcomes.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   The students at Metropolitan transfer from other NYC high schools and therefore we do not administer the NYSITELL to our incoming ELL students. We make every attempt to obtain the student’s records from his/her original school. Our students receive notable academic gains when given multiple exposure to literacy classes and additional English Language Arts support for more than one trimester. Further, our ELLs have demonstrated academic achievement on Regents scores and credit accumulation as supported by their ELA ICT classroom setting.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We continually engage in cycles of inquiry across the content areas to revise instructional practice based on student work products. Teachers use weekly Focus Friday writing assignments and benchmark essays (every 3 weeks) to ensure students are making progress aligned with CCLS aligned writing rubrics. Teachers provide daily specific, actionable feedback in writing and orally. Students engage in weekly conferences with teachers to improve performance and receive progress reports every three weeks.

Part IV: ELL Programming
### Programming and Scheduling Information

1. **How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).**
   a. **Freestanding ENL program.**
      Direct, explicit instruction is delivered using a flexible combination of push-in, pull-out model. Our school implements the Freestanding ENL program choice. The program models that our students follow are ungraded and heterogeneous. Our students are focused on passing classes and preparing for upcoming exams to meet graduation requirements for a high school diploma. Our ELL support team surveys the ENL students to determine what content area they would like their teacher to push-in, in addition to meeting with their teacher during lunch or other scheduled meeting times. Our ELL support team meets with students at other times as per student need or request, assists students with content review and applicable assignments, and communicates daily with the student's advocate counselors and classroom teachers.
   b. **TBE program.** If applicable.
      Not Applicable
   c. **DL program.** If applicable.
      Not Applicable

2. **How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?**
   a. **How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?**
      For the current school year, we have two ELLs enrolled, one student is at the transitioning level and the second student is at the expanding levels of proficiency. According to NYS CR Part 154, high school students scoring at a transitional level are to receive 180 weekly minutes, and, high school students scoring at an expanding level are to receive 180 minutes per week. Our ELL students receive a minimum of 180 minutes in integrated ENL/ELA or other content areas in their classes 5 days per week for 54 minutes per day. Our school is faced with a scheduling challenge as we are limited with the time our ELL teacher spends in our school building; we create schedules that meet the mandated minutes. Unlike traditional high schools which have two academic terms each year, Metropolitan follows a trimester model to accelerate credit accumulation. Student programs alternate three times per school year.

3. **Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.**
   All instruction at Metro is provided to our students in English. In our integrated ENL/ELA or other content area classes, teachers scaffold content by using visuals, interactive word walls, and activating prior knowledge. To activate student’s prior knowledge the teacher uses visual aids by showing photos, charts, maps, or talking about students’ experiences. We use a Balanced Literacy Approach, including shared readings and interactive writing to encourage language development. Lessons are organized and presented in the workshop model, and weekly student conferences are conducted with students to discuss progress. Our student population that we serve have academic skills that fall below grade-level as shown on intake assessments, student transcripts, common core performance assessments, and regents exams. Literacy support is provided by all teaching staff across all content areas. Students work on reading and writing skills in all core subject areas using a language-based approach. All staff receive on-going professional development on differentiating instruction and assessment to meet the needs of all students, including ENLs. All teachers participate in a professional learning community which is held on a weekly basis from 2:40 to 4:00 pm, and professional learning during designated DOE professional development days, in conjunction with our in-house academic coach.

4. **How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?**
ELLs are provided with glossaries and dictionaries for the content area subjects to support native language evaluations. In addition, exams are offered in the student's native language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   a. The instructional plan for a SIFE student is to determine the nature and extent of the student's prior knowledge and experiences and to adjust interventions to reflect changing needs at regular intervals by meeting their social, emotional and cultural needs. All staff create a safe learning environment by introducing SIFE students to school structures, appropriate behaviors, important locations in the school, and routines. SIFE students will learn English along with the other ENL students in pull-out or push-in settings with access to native language texts. Teachers offer academic intervention services for extra support.
   b. The instructional plan for ELLs who have been in the U.S. less than three years is to tap into the student's interests and strengths to scaffold new information and differentiate instruction to enrich literacy skills through culturally relevant resources and materials. Newcomers interact with their peers who speak their native language as to lower anxious feelings. Topics are introduced slowly as to not intimidate the student, and slowly introduce more rigorous academic curriculum.
   c. The instructional plan for developing ELLs is to differentiate instruction to meet the diverse needs of ELL students. Various instructional approaches prepare ELLs for ELA testing in not only the NYSESLATs but also the NYSED CC ELA Regents examination. A continuation of instruction of explicit vocabulary is necessary to build academic literacy skills. The proficiency levels for English, as established by the NYSED, present the stages of growth for the four language arts areas: listening, speaking, reading, and writing.
   d. The instructional plan for long-term ELLs is to continue the social and emotional support in the language acquisition process. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.
   e. The instructional plan for former ELLs is to provide Academic Intervention Services (AIS) to monitor student progress. ELL instruction or regular consultation between the ELL support team and mainstream teachers is also included. Testing accommodations for ELLs are as follows: separate location, extended time, access to bilingual dictionaries and/or glossaries, and access to translated exams in their native language.

6. 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?
   We provide those students with grade-level materials and instructional strategies to access academic content areas and accelerate English language development. This would include, but not limited to: flexible groupings, extensive vocabulary building, and use of visuals and graphic organizers across all content areas.

7. 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?
   We program ELL-SWDs into integrated co-teaching classes for specific content areas as well as environments that provide for extra support to meet the students diverse needs and provide them with the necessary support to enable them to function with their peers in the least restrictive environment.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Targeted intervention programs for ELLs in ELA, Math and other content areas include before and after-school school academic intervention services and Regents preparedness offered in our Saturday Academy. All content area teachers use reading and writing strategies to address achievement gaps. We have four certified Special Education teachers on staff who have worked with ELLs previously. Additional related service providers are available through referral from our CBO partner,
NYC Mission Society. Students receive additional support for CCLS, Regents prep and other exam preparation during the instructional day. We presently do not use native language during instruction.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we are not planning any changes in our program for ELLs because we have a small population of ELL learners. If the demographics of our school change, and more ELL students enroll, we will make changes to meet the needs of those students. If necessary, we would consider expanding our ELL services by hiring a full-time ESL specialist and creating a self-contained ESL class. We will have a certified ESL teacher who will provide services to even one ELL student. We will outreach to a neighboring school or a school in our campus to share effective practices for our ELL students.

10. If you had a bilingual program, what was the reason you closed it?
No ELL services will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are afforded equal access to all school programs and services. Students are invited to all school programs, invitations and postings are presented to each student. All school support structures are available to our ELLs: media center, school library, before and after-school tutoring, Saturday school program, and extracurricular activities (basketball and cheerleading). In our building we have a CBO that offers students an opportunity to participate in an external internship experience. Our school goal is to enrich each student's educational and social experience at Metropolitan by providing them with opportunities to participate in meaningful activities that increase student engagement in school, which ultimately leads to improved student outcomes and higher levels of success in high school and beyond.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All classrooms are equipped with a SMART board and two desktop computers, document cameras and classroom laptops are available upon request. Each of the classrooms holds a collection of English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals and manipulatives. In addition, we encourage use of technology in the classroom; teachers incorporate SMART boards, laptops, online resources and internet based projects into their classroom activities. Classrooms have interactive word walls to assist students with high-frequency and content area vocabulary, and visual aids to support learning of new topics, ideas and concepts.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Currently, we do not offer a TBE and/or Dual Language program at our school, as our student population does not require these services. We currently offer integrated ENL services, however, home language translation is not used during classroom instructional time, but mostly for communicating with families and school events. Our school embraces our students’ home languages and cultures of our student population. We have teachers and advocate counselors who speak languages other than English (Spanish, Haitian-Creole, French) and can translate if needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Age and grade appropriate texts are used with our ELL population. As a transfer high school, our population of students are over-aged and under-credited. Many of our students exhibit skills that are below grade level, especially in the areas of reading, writing and mathematics. With teacher guidance, our ELL population of students choose topics and classroom activities that are appropriate for their age and grade level. Teachers provide ELL students with direct, explicit instruction and choose appropriate texts according to student’s grade level. Teachers implement services and resources that correspond to ELL students age and grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
All classrooms are equipped with a SMART board and two desktop computers, document cameras and classroom laptops are available upon request. Each of the classrooms holds a collection of English dictionaries, bilingual dictionaries, bilingual content area glossaries, visuals and manipulatives. In addition to, we encourage use of technology in the classroom, teachers incorporate SMART boards, laptops, online resources and internet based projects into their classroom activities. Classrooms
have interactive word walls to assist students with high-frequency and content area vocabulary, and visual aids to support learning of new topics, ideas and concepts.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At this time, we have not admitted any newly enrolled ELL students and therefore we do not offer programs to newly enrolled ELLs before the start of the school year. If the demographics of our school shift in the future, we will consider offering activities which support that population of students. The activities we have planned for new ELLs who enroll throughout the school year are various workshops and services for parents offered by our CBO partner, Mission Society. ELL students participate in workshops offered throughout the school year to learn various topics and gain a deeper understanding of academic expectations and coursework.

17. What language electives are offered to ELLs?

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

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

Currently, we do not offer a dual language program.

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

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

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

2. 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.

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

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

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

One on one parent meetings during scheduled sessions from 2:40 to 4:00 pm on Tuesday family engagement Professional Development.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement is apparent in our school community. Our school has examined its need for translation of important verbal and written information. Our staff makes sure that important materials are translated and support staff are available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, the Language Translation Unit services are available. Upon intake, parents of prospective students complete a written survey about their child and attend an in-person interview with an appropriate translator to facilitate the conference. In addition, parents meet with their child’s Advocate Counselor as their counselor remains in constant communication with families throughout the year. Parents are invited to participate in monthly PTA meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered based on feedback from parent surveys. In the completed surveys, parents express their child’s interests and needs to help their child to succeed in the transfer school setting and to assist the school with transition planning options (college, trade school, military). In addition, our school offers an extensive internship program for students; parents/guardians are part of the internship contract process. At this point in time, written notices and communications to parents are available in English, French and Spanish. Translation requests are completed within two days of the request.

Additional Information

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

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

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Meri Yallowitz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**Part VI: LAP Assurances**

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meri Yallowitz</td>
<td>Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Judith Caputo</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Semanda Alphanso Andrews</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>TBD</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Clorrena Sealey</td>
<td>Parent</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Anthony Koulis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Wesly Toussaint</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Nicole Berman</td>
<td>Coach</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Nicole Berman</td>
<td>Coach</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Jill Russo</td>
<td>School Counselor</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Bernadette Fitzgerald</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/30/2017</td>
<td>Other Jacqueline Barnett</td>
<td></td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>06/30/2017</td>
<td>Other na</td>
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<tr>
<td>na</td>
<td>Other na</td>
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<td>06/30/2017</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 23K647  School Name: Metropolitan Diploma Plus HS  Superintendent: Paul Rotondo

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith</td>
<td>Caputo</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulani</td>
<td>3</td>
<td>2.03</td>
<td>3</td>
<td>2.03</td>
</tr>
<tr>
<td>English</td>
<td>135</td>
<td>91.22</td>
<td>136</td>
<td>91.89</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>6.76</td>
<td>9</td>
<td>6.08</td>
</tr>
<tr>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written</th>
<th>Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulani</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>135</td>
<td>136</td>
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<tr>
<td>Spanish</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual handbooks</td>
<td>Upon Student Enrollment which is ongoing throughout the school year</td>
<td>Our staff can translate the documents at intake appointments.</td>
</tr>
<tr>
<td>Newsletters and calendars with parent-teacher conference announcements and after-school program information</td>
<td>3rd Monday of every Monday throughout the school year</td>
<td>Our staff can translate the documents in-house, depending on the need for Spanish, French, and Haitian Creole.</td>
</tr>
<tr>
<td>NYS Testing dates</td>
<td>December 1, 2017 and May 1, 2018</td>
<td>Translated versions are downloaded from the NYSED website.</td>
</tr>
<tr>
<td>DOE letters/documents</td>
<td>Upon receipt from central</td>
<td>Translated versions are downloaded from the NYCDOE website.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA meetings</td>
<td>3rd Monday of every month</td>
<td>We have staff members that translate into Spanish or Haitian Creole. We also utilize the NYCDOE Translation and Interpretation Unit in order to translate as needed.</td>
</tr>
</tbody>
</table>
Curriculum Nights and Parent Teacher Conferences | 9/2/2017; 11/9 and 10/2017; 3/8 and 9/2018; and, 5/3/2018 | We have staff members that translate into Spanish or Haitian Creole. We also utilize the NYCDOE Translation and Interpretation Unit in order to translate as needed.

| na | na | na |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have staff members that translate into Spanish or Haitian Creole, and we will identify staff within our campus to support families who speak our parents’ preferred languages. We will utilize the NYCDOE Translation and Interpretation Unit in order to translate as needed.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

All staff will review [Chancellor’s Regulation A-663](#) on September 5, 2017. Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements. When our school or the Translation and Interpretation Unit is temporarily unable to provide required translation into one or more covered languages, we will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document. The Translation and Interpretation Unit will provide periodic training to our parent coordinator and other key personnel on the language access requirements contained in this regulation and on resources available to support these requirements.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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