



**MIDWOOD HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **22K405**

**ADDRESS:** **2839 BEDFORD AVENUE**  
**BROOKLYN, NY 11210**

**TELEPHONE:** **(718) 724-8500**

**FAX:** **(718) 724-8515**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 22K405      **SCHOOL NAME:** Midwood High School

**SCHOOL ADDRESS:** 2839 Bedford Avenue, Brooklyn, NY 11210

**SCHOOL TELEPHONE:** (718) 724-8500      **FAX:** (718) 724-8515

**SCHOOL CONTACT PERSON:** David Cohen      **EMAIL ADDRESS:** Dcohen3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Stuart Rothstein

**PRINCIPAL:** David Cohen

**UFT CHAPTER LEADER:** Stuart Rothstein

**PARENTS' ASSOCIATION PRESIDENT:** Denia Mornan, Co-Pres.  
Sonja Millington, Co-Pres.

**STUDENT REPRESENTATIVE:** Alexandria Fontanez  
(Required for high schools)      Sasha Vinnichenko

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 22      **SSO NAME:** Empowerment 6

**SSO NETWORK LEADER:** Karen Ditolla

**SUPERINTENDENT:** Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
David Cohen	*Principal or Designee	
Stuart Rothstein	*UFT Chapter Chairperson or Designee/Teacher	
Denia Mornan, Co-President	*PA/PTA President or Designated Co-President	
Sonja Millington, Co-President	*PA/PTA President or Designated Co-President	
Harold Israel	Assistant Principal	
Migdalia Maneiro, Treasurer	Parent	
Rasheeda Lawson, Record Sec	Parent	
Juliet Rose, Corresponding Sec	Parent	
Daniel Georges	Parent	
Marcia Kaufman	Teacher	
Jeffrey Savage	Teacher	
Jean Murdoch	Secretary	
Sasha Vinnichenko	Student	
Alexandria Fontanez	Student	
John Lombardi	DC 37 Representative	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Midwood High School at Brooklyn College is a secondary school situated in a lower middle-class, ethnically diverse neighborhood. Midwood operates at approximately 175% capacity and runs on 4 sessions and an 11 period day. The school houses three main programs: Medical Science Institute, Humanities Institute and the Liberal Arts and Science Institute (formerly the Collegiate Program). The school services students whose incoming academic performance varies greatly.

The Medical Science Institute provides students with a challenging sequence of courses focusing on science and mathematics. Requirements include five years of Regents-level science, four years of Regents-level mathematics and three years of foreign language. This program is offered to all students throughout NYC.

The Humanities Institute concentrates on English, social studies and foreign languages. Requirements include five years of English, five years of social studies, two years of Latin, three years of a modern foreign language, and three years each of regents-level science and mathematics. This program is offered to all students throughout NYC.

The Liberal Arts and Science Institute is a comprehensive academic program for students who reside in the Midwood zone. Students in this program will be placed into one of 6 strands. In addition to standard New York State requirements, students will be required to participate in an internship and take and pass at least 4 elective classes that meet the specifics of their strand. Eligible students are given the opportunity to enter the Medical Science or Humanities Institutes.

Midwood's Conflict Resolution and Peer Negotiation Programs introduce students to violence prevention programs. Approximately sixty students serve as peer mediators and peer negotiators. Midwood has developed a comprehensive Social Emotional Learning (SEL) program including a course geared towards 9<sup>th</sup> graders and school-wide campaigns to promote the core concepts of SEL and the Midwood core values of Honesty, Respect and Responsibility.

Midwood High School runs research programs in science and social science. Our science research students work closely with NYC medical facilities and laboratories to perform advanced research. Our social science research students work closely with high school and college advisors to select topics and devise processes to support hypotheses and document findings. Midwood High School has a long history of success in various research contests including the Intel Science Talent Search and Siemens Westinghouse Competition. In June 2000 Midwood High School's science research program was featured in The New York Times Magazine.

Midwood runs an extensive array of elective courses for all students including one of the largest Advanced Placement programs in NYC, a pre-engineering sequence, a television production sequence, Gilder Lehrman, WISE, yoga, law and community service. Midwood has developed various AIS programs to support student learning. This includes our extended day program, big brother program for black males and a newly opened peer tutoring lab.

Midwood is dedicated to utilizing instructional technology to enhance teaching and learning while fostering student engagement and parental involvement. In the past three years the school has invested in over 45 Smartboards, a brand new website, an on-line grade-book system, and on-going professional development.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	Midwood High School							
<b>District:</b>	22	<b>DBN:</b>	22K405	<b>School BEDS Code:</b>	332200011405			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended :				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		91.4	93.2	93.5	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment :				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		98.6	99.1	98.5	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment :				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		18.0	19.0	19.9	
Grade 8	0	0	0					
Grade 9	1127	1115	1148	Students in Temporary Housing - Total Number :				
Grade 10	973	1116	1045	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	866	682	829		5	8	25	
Grade 12	798	849	735					
Ungraded	0	0	1	Recent Immigrants - Total Number :				
Total	3764	3762	3758	(As of October 31)	2006-07	2007-08	2008-09	
					27	21	31	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	64	61	74	Principal Suspensions	61	97	88	
# in Collaborative Team Teaching (CTT) Classes	47	59	69	Superintendent Suspensions	29	19	37	
Number all others	41	47	52					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	493	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	10	11	15					
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	107	112	116	Number of Teachers	174	181	180	

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	0	7	Number of Administrators and Other Professionals	39	46	48
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	9	6
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	56	28	25	% fully licensed & permanently assigned to this school	100.0	98.9	100.0
				% more than 2 years teaching in this school	86.7	87.8	88.8
				% more than 5 years teaching anywhere	75.1	75.5	80.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	89.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	97.8	96.4
American Indian or Alaska Native	0.2	0.2	0.1				
Black or African American	41.0	39.6	38.0				
Hispanic or Latino	9.0	9.3	10.2				
Asian or Native Hawaiian/Other Pacific Isl.	25.5	27.1	29.2				
White	24.3	23.8	22.4				
<b>Male</b>	44.7	45.0	45.4				
<b>Female</b>	55.3	55.0	54.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>					√	√	√
<b>Ethnicity</b>							
American Indian or Alaska Native					-	-	
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					√	√	
White					√	√	
<b>Other Groups</b>							
Students with Disabilities					-	-	
Limited English Proficient					√	√SH	
Economically Disadvantaged					√	√	
<b>Student groups making AYP in each subject</b>		0	0	0	7	7	1

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>		NR			
<b>Overall Score:</b>	62.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

After analyzing various data sources and reports including those mentioned above along with internally collected data, the school concludes the following:

- Last year, the school focused on improving the credit accumulation rate for the 2<sup>nd</sup> year cohort. Significant progress was identified in our preliminary progress report data. Further analysis indicates that this cohort is still behind in their overall credit accumulation which could negatively impact their graduation rate in 2010-2011.
- The school experienced a 2% drop in the 6 year graduation rate and an 11% drop in the 6 year weighted diploma rate.
- There has been a significant increase from 2005-06 (89.2%) to 2006-07 (91.4%) to 2007-08 (93.2%) to 2008-09 (93.8%) in the schools attendance rate.
- The Learning Environment Survey results demonstrated an improvement from 2007-08 to 2008-09 in all four of the categories. This marks the second year in a row of such progress.
- The school's lowest third is most represented by black males as compared to all other ethnic/gender combinations. Most of the school's black males are in the Liberal Arts and Science Institute. Data suggests that their credit accumulation rate is lower than most other cohorts, particularly in the 9<sup>th</sup> and 10<sup>th</sup> grades.
- In general, females tend to outperform males at Midwood.
- Another underperforming subpopulation is our group of Hispanic females.
- The school is in "good standing" according to the state report card for the past three years.
- The school's Quality Review score went from "well developed" in 2006-07 to "proficient" in 2007-08. We did not receive a Quality Review last year but do expect one this year. The reviewer in 2007-08 highlighted the following:
  - Improve the analysis of data to consider more rigorously all aspects of achievement and performance across programs, genders, ethnic groups and students at different levels of achievement.
  - Improve improvement planning to set, communicate and monitor clear, achievable goals for the school overall and for all teachers, departments, subjects and courses.
  - Continue to provide further professional development to ensure all staff make increasing use of data to further improve their capacity to differentiate instruction.
- The school continues to do an excellent job of preparing and guiding students to college as is evidenced by:
  - 94% of 2008-09 graduates attended higher education,
  - 80% of 2008-09 graduates attended Four-Year College,

- The 2008-09 graduating class was collectively awarded approximately \$21 million in scholarship offers.
- The most significant barriers include:
  - Overcrowding. Midwood is at approximately 175% capacity and runs an 11 period day, 4 different time schedules for students and faculty. This hinders our ability to offer common planning time and tutoring that meets everyone's schedule.
  - Budget. The school operates 2 gifted programs (about 50% of the school population) and a local program (about 50% of student population). The gifted programs mandate additional coursework, above state graduation requirements, to meet school endorsement standards. These courses are funded at the school level, although they were funded centrally prior to reorganization of Brooklyn High Schools. This provides challenges in using the budget to support both the significant size of our upper and lower level programs. This year we are faced with yet an additional challenge due to extreme budget cuts.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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Based upon the needs assessment described in Section IV, the school has identified and established the following goals for this year:

1. After conducting the needs assessment, we found that our current 3<sup>rd</sup> year cohort is behind our other cohorts in their overall credit accumulation. To improve the credit accumulation rates for students in our 3<sup>rd</sup> year cohort.
  - By August of 2010, improve the percentage of students earning 10+ credits in the 3<sup>rd</sup> year as compared to same group of students when they were in their 2<sup>nd</sup> year by at least 5 percentage points,
  - By August of 2010, improve the percentage of students earning 10+ credits in the 3<sup>rd</sup> year in the lowest third as compared to same group of students when they were in their 2<sup>nd</sup> year by at least 5 percentage points.
  
2. After conducting the needs assessment, we found that our black male learners have under performed all other subgroups for the past two years. To close the achievement gap for our 9<sup>th</sup> grade black males.
  - Identify a sample population of 9<sup>th</sup> grade, at-risk black males and by August of 2010, have them accumulate credits at a rate 10% better than the previous year's 9<sup>th</sup> grade black males.
  
3. After conducting the needs assessment, we found that our multi-session schedule and overcrowded population presents challenge in providing extensive tutoring opportunities for all of our students. In order to address this need we plan to develop and implement an effective peer tutoring program.
  - By February of 2010, establish a peer tutoring lab that is open at least 6 periods each day and by May of 2010, provides academic support for an average of 50 students per week.
  
4. After conducting the needs assessment, we found that our Collegiate Program needs to be restructured to support clearer academic expectations, a focus area of study which meets student interest, and a greater attachment to the school community. To fully reorganize and transition the Midwood Collegiate Program into the Liberal Arts and Science Institute:
  - All current 9<sup>th</sup> graders will be matched to one of six strands by May 2010 and by August of 2010 all aspects of our enrollment process will properly articulate the Liberal Arts and Science Institute (previously called the Collegiate Program).

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve the credit accumulation rates for students in our 3<sup>rd</sup> year cohort.</b></p> <ul style="list-style-type: none"> <li>• By August of 2010, improve the percentage of students earning 10+ credits in the 3<sup>rd</sup> year as compared to same group of students when they were in their 2<sup>nd</sup> year by at least 5 percentage points,</li> <li>• By August of 2010, improve the percentage of students earning 10+ credits in the 3<sup>rd</sup> year in the lowest third as compared to same group of students when they were in their 2<sup>nd</sup> year by at least 5 percentage points.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Entire faculty will address this area for growth during professional development. Each department will be responsible for developing strategic plans to improve the area(s) within their control (e.g. identifying critical courses as well as critical students). Scholarship and projected credit accumulation reports will be shared at departmental meetings after each marking period as a means of assessing progress and making revisions. School will train teachers in further using ARIS and Periodic Assessments to support the process of using data to inform and differentiate instruction. Teachers and guidance counselors will identify at-risk students and implement AIS such as our developing peer tutoring lab. School will continue to utilize and expand upon our successful credit recovery model to support this initiative. Greatest emphasis will be placed upon students in the lower third for 3<sup>rd</sup> year students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget includes per session from tax levy for classroom tutoring. Main resource is a constant focus. All monthly cabinet meetings will include the inspection of comparative data and analysis of progress. All faculty members will be expected to work together throughout the school year in monthly professional development sessions and departmental meetings to analyze progress and promote success.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Scholarship and projected credit accumulation reports from each marking period will be used as indicators of interim progress. In addition, such data will be disaggregated to drill down the issue and identify focal points for change. January report card will provide mid-year credit accumulation data that will be used as an indicator of progress (5% increase in credit accumulation for the fall term) as well as provide opportunity to monitor and revise our plans for the second term. Should we fall short of the 5% goal we can modify and revise our plan through both our programming of classes for the spring term as well as our spring credit recovery program. The June report card will provide another layer of critical data (looking for an overall 5% increase by the end of the spring term) that will impact summer school programming as a means of addressing any shortfalls in meeting this goal. Ultimate evidence will be the final data and the score on next year's Progress Report.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To close the achievement gap for our 9<sup>th</sup> grade black males.</b></p> <ul style="list-style-type: none"> <li>Identify a sample population of 9<sup>th</sup> grade, at-risk black males and by August of 2010, have them accumulate credits at a rate 10% better than the previous year's 9<sup>th</sup> grade black males.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>School will fund an after-school program designed to support the academic, social and organizational skills for a cohort of 9<sup>th</sup> grade black males. The program will be coordinated and run by guidance counselors and will include the provision of mentoring and tutoring by upperclassmen at the school, members of the community, former graduates and faculty. Program meets twice a week and looks to build the students' core skills, self-esteem, self-efficacy and recognition of commitment and support by the school community. In addition to this program, the counselors will provide additional levels of academic support when needed. (i.e. communicating with classroom teachers, establishing added tutoring opportunities, extended outreach to the homes.)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>After-school program is funded with per session. A data inquiry team consisting of 2 teachers and 2 guidance counselors will perform data analysis to identify factors contributing to the achievement gap and developing and testing strategies for improvement with the students in the sample population. This process will also be supported via professional periods and per session. Results will be shared at cabinet and faculty meetings with the goal of expanding upon successful practices.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Regular attendance in the program will provide weekly evidence of progress. Scholarship and projected credit accumulation reports from each marking period will be used as indicators of interim progress. January report card will provide mid-year credit accumulation data that will be used as an indicator of progress (10% increase from the previous year's 9<sup>th</sup> grade black males in the fall term) as well as provide opportunity to monitor and revise our plans for the second term. Should we be falling short of the goal then we can consider other opportunities such as programming additional classes, credit recovery, and peer tutoring to better meet the final goal. June report card will provide spring term credit accumulation that will be used as an indicator of progress (10% increase for fall and spring terms combined). Any shortfalls can be addressed via summer school. Ultimate evidence will be the final data including summer school.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Develop and implement an effective peer tutoring program.</b></p> <ul style="list-style-type: none"> <li>By February of 2010, establish a peer tutoring lab that is open at least 6 periods each day and by May of 2010, provides academic support for an average of 50 students per week.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Because of overcrowding, staffing and space become issues when seeking tutoring opportunities. The school will therefore dedicate a large classroom as a full-time peer tutoring lab. 2 lead teachers will coordinate the program and will work closely with the all departments, particularly guidance, to identify peer tutors and faculty to supervise the room. They will also meet with the peer tutors to establish norms and set a schedule that maximizes availability and efficiency. A computer system will be developed to easily identify students who come for tutoring so that teachers, guidance counselors, and assistant principals can get weekly reports. The program will be advertised via classrooms, guidance counselors, announcements, flyers home, signs around the building and the school web site.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school will utilize circular 6 professional periods to establish faculty leadership and supervision over the lab. The school's data coordinator has developed a computer program that will track the students who are tutored, as well as the subject and the peer tutor. This will allow us to create periodic reports by teacher, department, tutor, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The 2 coordinators have set a timeline for success. The goal is to get the lab up and running right away using faculty professional periods to supervise the room a few periods per day through the fall term. At the beginning of the spring term the plan is to open the lab at least 6 periods per day and to promote the lab in all classes, in the school newspaper and during weekly PA announcements. Through monthly meetings with the Principal, this team will investigate the progress in meeting the timeline as well as look through the data created via the computer system to track the number of students who attend peer tutoring. Feedback forms for both tutors and those being tutored will provide information pertaining to the success of the program. Should the program appear to be falling short of the goals of availability and/or attendance, then other recruitment efforts for both faculty and students will be implemented. Finally, student performance in the classes of which they are tutored will provide important and critical feedback.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To fully reorganize and transition the Midwood Collegiate Program into the Liberal Arts and Science Institute.</b></p> <ul style="list-style-type: none"> <li>All current 9<sup>th</sup> graders will be matched to one of six strands by May 2010 and by August of 2010 all aspects of our enrollment process will properly articulate the Liberal Arts and Science Institute (previously called the Collegiate Program).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to better align our local zoned program (Collegiate) with our 2 gifted programs, the school developed a committee to reorganize the Collegiate Program. The committee has already established a name (Liberal Arts and Science Institute) and a basic structure (6 strands and basic requirements). The program will be implemented and transitioned with our current 9<sup>th</sup> graders and will officially begin next September when the students in this cohort become sophomores. This year, the committee will work with our articulation committee to finalize the structure of the program and articulate the reorganization to prospective applicants and their families via high school fairs, visits to middle school, school tours, the school website and the DOE High School Directory. Guidance counselors will meet with all 9<sup>th</sup> graders throughout the year to inform them of their decisions regarding the 6 strands and assist them in their applications/rankings. All 9<sup>th</sup> graders will be effectively placed in a strand by the end of the school year and will begin meeting the requirements in 10<sup>th</sup> grade.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>A committee consisting of faculty, students and parents will finalize the structure of the program. Guidance staff and the parent coordinator will work on the articulation pieces. Guidance counselors will work with current 9<sup>th</sup> graders to inform and prepare them for the transition. No budget should be required to support this transition.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Beginning in November, monthly meetings of the Reorganization Committee will provide regular investigation into our progress in meeting the action plan and the goal. By May 2010 the committee should establish a document detailing all requirements, available courses and process for articulation. Timelines will be set for each required step so that by the time the next High School Directory is printed our program should be fully transitioned and articulated. Guidance counselors will meet with all 9<sup>th</sup> graders by April 2010 to discuss the program options and have students rank their choices. Students will be placed into a strand by May of 2010. Guidance counselors will meet with students in June 2010, following their placements, to effectively prepare for fall '10 programming. Ultimate evidence will include our ability to effectively place and program our current 9<sup>th</sup> graders for the beginning of their 10<sup>th</sup> grade year in September '10 as well as our success in getting the program externally articulated via the High School Directory as well as the guidance counselors at our feeder schools.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	208	202	215	87	286	10	27	1
10	218	311	225	53	317	10	36	0
11	118	159	17	32	145	10	27	0
12	85	117	1	7	145	10	8	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>One-on-one tutoring, small group tutoring is available throughout the day for General Education, Special Education and ELL. Tutoring is also available in our new peer tutoring lab. Saturday Program is in place for all ELL students. In addition, double period of instruction is offered with the second period counting as AIS. Alternative instruction and differentiation are included in the second period model.</p>
<p><b>Mathematics:</b></p>	<p>One-on-one tutoring, small group tutoring is available throughout the day for General Education, Special Education and ELL. Tutoring is also available in our new peer tutoring lab. In addition, double period of instruction is offered with the second period counting as AIS. Alternative instruction and differentiation are included in the second period model.</p>
<p><b>Science:</b></p>	<p>One-on-one tutoring, small group tutoring is available throughout the day for General Education, Special Education and ELL. Tutoring is also available in our new peer tutoring lab.          -New Books, both hard and soft covers designed for AIS reading and comprehension levels.          -New labs that are reading, writing and graphing oriented.</p>
<p><b>Social Studies:</b></p>	<p>The social studies department provides intervention for students who are at-risk in this subject area through Circular Six tutoring offered four periods per day. In addition, tutoring is offered to all students in preparation for the Global History and Geography Regents and U.S. History and Government Regents. Tutoring is also available in our new peer tutoring lab. For ESL, students use special textbooks designed to aid them in learning social studies. Tutoring is offered to ESL students specifically in preparation for the Regents examinations. Other arrangements for tutoring are made when necessary to accommodate student schedules.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At-risk Services provided by the Guidance Counselor: Guidance counselors have been specifically targeting at-risk and holdover students. They have been meeting with these students individually and in small groups to review study skills, organizational skills and time management. Counselors have been reviewing the transcripts of their students and making special class recommendations for these students. Counselors have been assisting over-aged and under-credited students with placement in alternative, transfer, GED, and YABC programs to increase the chances of academic success and completion of graduation requirements.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Provides full academic and psychological testing to students in need of triennial evaluations and requested reviews by parents and for staff members. Counsels students on an as-needed basis and serves as a consultant on social emotional issues for staff, parents and administration.</p>

<b>At-risk Services Provided by the Social Worker:</b>	Provides intervention services and serves as a gatekeeper to initial case evaluations. Helps to connect parents with internal, as well as community based academic and social supports. Works closely with our psychologist as a member of our IEP team.
<b>At-risk Health-related Services:</b>	A one-to-one health paraprofessional insures monitoring and immediate responsiveness to the needs of one student with severe asthma. She works closely with the school nurse and family to insure her safety and continuity of instruction simultaneously.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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Midwood High School at Brooklyn College is a secondary school of approximately 4000 students. Located in Brooklyn, New York, Midwood is situated in a middle-class, ethnically diverse, urban environment. Midwood High School Language Allocation Policy Team is composed of the following members:

- David Cohen, Principal
- Harold Israel, Assistant Principal
- Jeremy Marks, Guidance Counselor
- Robbyn Yoffee, ESL Teacher and LAB BESIS Coordinator
- Marie Volcy, Bilingual Teacher
- Carol Ardito, Parent Coordinator

Here at Midwood High School, our ELLs are served by well qualified teachers. Our School has two ESL certified Teachers, one Content Area Teacher with Bilingual Extensions and one ELLs Teacher without ESL/Bilingual Extension. We have a total of 141 ELLs which represent approximately 3.57% of the total students' population.

In order to identify our English Language Learners (ELLs), the Home Language Identification Survey (HLIS) is administered by the office of AP Guidance, Fern Bren, at which time an informal interview in English and the native language is given. This survey lets the school know what language the student uses at home. If the HLIS indicates that the pupil uses a language other than English, Robbyn Yoffee, (LAB BESIS Coordinator) administers the Language Assessment Battery-Revised (LAB-R) to determine the student's English proficiency. Performance on this test determines the student's entitlement to English language development support services. Those students who score below proficiency on the LAB-R become entitled to State-mandated services for ELLs. To determine language dominance, a Spanish speaking student found to be entitled to the ESL instructional program is also administered the Spanish LAB.

We then notified parents of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Currently, based on parent choices and program availability, solely based on the number of students, ELLs are placed in a Transitional Bilingual Education (TBE) or English as a Second Language (ESL) program. Also, each Spring all 9-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following academic year.

Per CR Part 154, Midwood High School offers free-standing English as a Second Language Program and one 9th grade Transitional Bilingual Education program in Haitian. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases.

In addition, pupils who do not speak Haitian Creole and are defined as ESL Entitled based on the LAB-R score and/or the NYSESLAT score are placed in ESL classes. Pupils are placed in an appropriate ESL class, ranging from Beginning through Advanced, based on the aforementioned scores, and teacher-prepared placement exams and interviews.

ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In the content areas, ELLs are grouped by grade in the same manner as their English-dominant counterparts. The LAB/BESIS Coordinator and the dedicated Guidance Counselor ensure that students are properly screened, tested for entitlement (i.e. administration of the LAB-R and NYSESLAT exams), and programmed per CR Part 154 and New York State graduation requirements. There is one Guidance Counselor who provides pupil personnel services, academic support and related services to all ELLs. All ELLs in funded classes are taught by duly licensed and certified ESL teachers. All ELLs in content area classes are taught by duly licensed and certified teachers in content area ESL classes.

Per section 154, we hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services with assistance from a translator, whenever necessary. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that they are requesting for you're the students.

The initial orientation for parents of newly enrolled ELL/LEP students will be provided on or about September 29, 2009, in the Principal's Conference Room. Entitlement Letters and letters apprising parents of the same will be distributed in English and, where available, the native languages. During the orientation session parents will be provided with the following information: overview of Midwood's ESL/Bilingual program, expectations, Fall and Spring school calendar, student and parent handbooks, schedule of Parents Association meetings, Foreign Language Department ESL/Bilingual progress report, distribution of report cards dates, tutoring, support services, etc... Parents will also be introduced to the following personnel: AP Foreign Languages, ESL coordinator, ESL teachers, ESL guidance counselor, Parent Coordinator, and other pertinent personnel.

In the instance of parent's absences, we ensure that a Parent Survey and the entitlement letter go home by mail and some cases also sent home to the parent or guardian through the student and it is to be completed as homework. In collaboration with the parent coordinator, phone calls are placed home to ensure of the returned of the Parent Survey and entitlement letter. In rare instances, we visit the home to make sure that the forms are returned.

After reviewing the Parent Survey and Program Selection forms for the past few years, the data has shown that 100% of our parents have requested the Transitional Bilingual Program and Free Standing ESL. The program models offered at our school is well aligned with parent requests, for example, Free Standing ESL program and the Transitional Bilingual Program. The Parent Coordinator screens the orientation video in the language spoken by the parents of the prospective ELLs, gives all school related information to parents in English and, where available, in their native language. The Parent Coordinator also collects and forwards the Parent Survey and program Selection form and forwards them to the Pupil Personnel Secretary for filing in the pupil's permanent record folder. Faculty members who speak the parents' native language(s) provide oral interpretation and translation. Parents attend orientation sessions and workshops provided by the school and district.

One dedicated guidance counselor will continue to be assigned to ELLs. The guidance counselor will meet with content area Assistant Principals in order to discuss programming and placement of ELLs.

All ELL students at the beginning level will receive 540 minutes (three units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week. Students at the advanced level will receive 180 minutes per week of ESL (one period per day).

The ESL program is as follows: Beginning (3 ESL), Intermediate (2 ESL), Advanced ESL (1 ESL, 1 ELA), Transitional (1 ESL, 1 ELA)... Pupils also receive ESL content area instruction in Biology, Global History, and Earth Science.

Bilingual instruction is given in Social Studies (1), Math (1), and Biology (1) in the Haitian Bilingual Program... Pupils in the Bilingual Program are also given Native Language Arts Instruction to develop and maintain skills in the native language (Haitian, 1 section). LEP pupils who are not enrolled in the Bilingual Program are given ESL content area classes.

The languages of instruction in the Bilingual Program are Haitian and English.

Students are grouped in ESL classes – Beginning (1), Intermediate (3), and Advanced (4) according to their level of English proficiency, based on the LAB exam, the NYSESLAT exam and on teacher-prepared placement exams and interviews. In the content area classes students are grouped by grade in the same manner as their English dominant counterparts. We currently offer ESL content area classes in Biology, Global History and Earth Science.

In The First and/or Second Language, students develop all four language skills in their Native Language Arts (Haitian) classes: listening, speaking, reading, and writing. This is accomplished through the communicative approach in second language acquisition, implementation of the Balanced Literacy model, cooperative learning activities, paired activities, use of the writing process, readings in literature, classroom libraries, videos, and other strategies which foster language development. We offer a Saturday literacy program to facilitate acquisition of English language skills for pupils in need of basic literacy.

The same strategies used to develop Native Language Arts skills are used in ESL classes. At the beginning level a great deal of emphasis is placed on vocabulary acquisition, choral practice, drills, sentence structure and formation, etc. As pupils become more proficient in English they are introduced to literature, write paragraphs and essay, prepare and present oral presentations, etc.

Professional Development for all staff members is designed to bring their level of expertise on ELLs to an instructional peak. Teachers of ESL, Native Language Arts (Haitian) bilingual content area classes and other staff member, including Guidance Counselor, Paraprofessional and other pertinent staff, attend staff development workshops and conferences which focus on development and implementation of instructional strategies designed to facilitate ELL/LEP students' acquisition of English language proficiency; development and revision of existing curricula, and alignment of the same to New York State ESL and ELA performance standards; instructional strategies designed to facilitate implementation of the aforementioned curricula and instructional strategies, and assisting pupils in achieving NYSED ESL and ELA performance standards, and success on the NYSESLAT Exam. A minimum of 7.5 hours training will be required from all staff that does not hold an ESL or Bilingual license. They will attend Professional Development, inter-visitation and other workshop offered by our community members. All staff will be required to sign an attendance sheet as proof of reaching those hours.

The special focus of these workshops is the preparation of materials and implementation of methodology which can be used in the Beginning, Intermediate and Advanced ESL classes to prepare pupils for the NYSESLAT exam and the Comprehensive Examination in English Language Arts. ESL teachers will provide tutoring during their professional period and after the school day. Peer tutoring is available during and after the school day. The Guidance Counselor assigned to ESL/Bilingual pupils meets with the AP Pupil Personnel Services, AP Foreign Languages, AP English, ESL Coordinator, ESL teachers and pupils in order to discuss programming, placement, etc...

The guidance counselor also visits ESL classes to address issues directly related to English Language Learners. Development and implementation of instructional strategies, preparation and adaptation of materials will also be addressed during department conferences. ESL teachers, ESL content area teachers and bilingual content area teachers attend workshops and conferences, joint staff development sessions, and participate in an in-house staff development program consisting of demonstrations during department conferences, demonstration lessons, inter-visitations, and mini-conferences.

Through our Saturday Title III program, we will supplement instruction for ELLs. We will target ELLs who score at the Beginning/Low Intermediate Level of proficiency based on both the LAB-R and NYSESLAT. This population will be chosen in September by ATS printout of report cards or NYSESLAT scores.

Fifteen to twenty-five ELL students from all grades will meet for three-and -a half hours from 8:30 to 12:00 for 25 weeks in the fall and spring (October 18, 25; November 1, 8, 15, 22; December 6,13, 20; January 10, 24, February 7, 28, March 7, 14, 21; 28 April 4, 25, May 2, 9, 16; 30, June 6, 13).

The curriculum will be targeted for ELLs who are at the Beginning Low and Intermediate Levels of ESL. This class will include classroom session to follow the curriculum designed using tenets from the Ramp-Up Literacy program. This includes English vocabulary, reading decoding skills, writing skills, and conversational skill-building exercises. In addition, we will use our Media Center for written work and individualized vocabulary and grammar practice and writing skills using word processing software.

A licensed certified ESL teacher will teach the Saturday program. A paraprofessional will be available to help tutor native language students and low level ELL's and facilitate instruction in the Media Center. An Assistant Principal will be on-site to insure safety and security one-half hour before the

program starts to greet students and parents and stay one-half hour after the classes finish to assure safe pick-up. He will insure that the breakfast and snacks are provided, open and close the computer lab, facilitate grant compliance, and augment security and safety during the classes for these students during the Saturday programs.

ESL instruction will be provided using the Quality Teaching for English Language Learners approach and the Ramp-Up for Literacy program. Both the Quality Teaching for Language Learners and Ramp Up programs are supported by scientifically based research that indicates that language development is best supported by the workshop model. Students will receive a miscellaneous English credit if they accumulate enough seat time during the program.

Tutorials will be provided by licensed Midwood teachers in content areas before school for freshmen and sophomore and after school for juniors and seniors and/or on Saturdays to improve English, Math, Social Studies, and Living Environment skills and to prepare ELLs for the English Regents, Algebra, Global Studies, US History, and Living Environment Regents Exams when needed. There will be a total of 30 hours of tutoring offered if needed.

Supplemental instruction supplies for the Saturday program, including textbooks, workbooks, and software will be provided by this grant. Books and ESL instruction will be provided using the Quality Teaching for English Language Learners approach.

Classroom libraries, dictionaries, and Regents review books will be provided from the school NYSTL allotment. General supplies such paper, print cartridges for the Media Center, floppy disks, computer assistance equipment, and notebooks will be purchased by the grant to support the writing component of this activity. This equipment is necessary to access the Internet, demonstrate the software program, and to increase student knowledge of the resources available to ELL students in New York City. English, Global Studies, and Living Environment tutoring will use web-based DBQ and Biology learning sites in their instruction.

ESL teachers, ESL content area teachers, bilingual content area teachers, and the Native Language Arts teacher will attend professional development workshops and conferences provided by district 22 and joint department conferences (i.e. Foreign Languages, English, Social Studies, Science, etc.).

To supplement our regular instructional program, ELL students have available to them a dedicated Lab before, during, and after their regular school day. Staffed by certified ESL teachers, ELL students receive one-on-one and peer tutoring, mentoring, and guidance. In a welcoming environment, ELL students work with their peers, stimulating language production, and interact with their teachers, building vocabulary and modeling appropriate speech. A lending library of fiction and non-fiction books in all levels in English and the students' native languages is available. In addition, bilingual dictionaries in the ELL students' native languages and copies of the students' content area text books are on hand for tutoring and homework help. Most notably, we ensure our ELL students equity access to much needed computers and print services. We are anticipating the installation of computer software designed to enhance our ELL students' speaking, listening, reading and writing skills.

For our SIFE students, we program them per CR Part 154, parents' request, and the aforementioned Free Standing ESL or Transitional Bilingual Education program. We provide academic support and guidance services via the Title III Saturday Program and tutoring. The dedicated Guidance Counselor also provide academic intervention and related support services. We currently provide these services for newcomers, long-term ELLs and ELLs with special needs; we will continue to do so in the future. Students reaching proficiency on the NYSESLAT currently receive and will

continue to receive the following services: tutorial in the content areas, academic intervention and related support services, and Regents tutoring. Our SIFE students also get extra supports through out the day from our new ESL Lab.

As for the students who attain proficiency on the NYSESLAT, they are programmed into the Liberal Art and Science, Humanities, and Medical Science programs, and receive the aforementioned support services as they transition into the Humanities, and/or the dedicated Guidance Counselor, working in conjunction with the LAB/BESIS Coordinator, programs all ELLs and reviews all ELL students' programs in order to ensure that all Ells receive the mandated number of instructional minutes.

In order to deliver explicit ESL, English As A Second Language teachers and content area ESL teachers will continue to focus on implementation of ESL assessment tools, techniques, and procedures that promote development of all four language acquisition skills in general, and on the reading and writing skills in particular. For example: the Workshop Model; balanced literacy; differentiated instruction; development of cognitive, academic vocabulary; incorporation of principles of learning into daily lessons.

All teachers, Paraprofessionals, Guidance Counselors Secretaries and Parent Coordinator will receive the training for personnel of ELLs mandated by the New York State Education Department. Teachers will attend QTEL training, professional development workshops for teachers of ELLs sponsored by both the district or Network and local colleges and universities. Ongoing professional development will also be provided via turnkey training, training provided by the ELL-ISS, and content area Assistant Principals. Professional development activities will focus on development and implementation ESL methodologies, assessments and tools, incorporation of NYSED ESL Standards and Performance Indicators into daily instruction, differentiated instruction, scaffolding, and principles of learning.

Just to restate, per section 154, school related information is distributed to parents of ELL/LEP students in both English and, where available in the native language. Initial orientation for parents of newly enrolled ELL/LEP students will be provided on or about September 29, 2009, in the Principal's Conference Room. Letters apprising parents of the same will be distributed in English and, where available, the native languages. During the orientation session parents will be provided with the following information: overview of Midwood's ESL/Bilingual program, expectations, fall and spring school calendar, student and parent handbooks, Parents Association meetings, Foreign Language Department ESL/Bilingual progress report, distribution of report cards, tutoring, support services, etc.

Parents will also be introduced to the following personnel: AP Foreign Languages, ESL coordinator, ESL teachers, ESL guidance counselor, Parent Coordinator, and other pertinent personnel.

Parents, family members and community members are welcomed in our school and are encouraged to volunteer in school activities and participate in the education of all of our students. In order to increase parental involvement, we encourage all parents, including parents of ELLs, to take part in PTA meetings, workshop offered by one of our community members, NYS HABETAC, open school nights, and students' curricular activities. We encourage them to visit each classroom and to use the educational software in our ESL Lab room with their child. Parents are allowed to sit in their child teachers' classroom on the invitation of the teacher. Once a month, the parent of a child in that classroom is invited for show and tell. They talk about what they do or share lifetime experiences. Students are asked to read the handbook given at the beginning of the school year with their parent, and sign the consent page in the book, tear it out and return it to the school, stating that they have read the book together and understand its contents. Parents are more than welcomed to participate in our multicultural day event. Parents are encouraged to assist in coordinating special events inside the school and throughout the city of New York.

In addition, in order to evaluate the needs of the parents to cater to their needs, the school sends surveys for parental feedback and encourages them to be part of our School Leadership Team.

Through the help of our parent coordinator, Carol Ordito, we will create classes during our Saturday program to coach our parents and students on how to set up short term and long term SMART goals through our continuous contact. We, parents and school leaders, will work to create an open door policy where parents will become true members and owners of our education system. We will work as partners with the parents to constitute cultural school events that would display unity, prosperity and a replica of our community.

There are 19 students in the Transitional Bilingual Education program. Per the LAB-R and/or NYSESLAT results, there are 12 Intermediate students, and 7 advanced students in the TBE program. All have scored both at the Intermediate and at Advanced levels in the Listening, Speaking, Reading and Writing modalities. Four students have reached proficiency in the Listening and Speaking modalities; two have reached proficiency in the reading and writing modalities.

After reviewing and analyzing the data pattern across proficiency levels on the LAB-R, NYSESLAT, and students' grades, our 9<sup>th</sup> graders will receive explicit instructional experiences to develop their English language comprehension, fluency, phonemic skills, word recognition, and vocabulary in reading and writing. Our 9<sup>th</sup> graders at the intermediate level will also receive explicit instruction to develop their speaking and listening proficiency.

Based on the patterns across NYSESLAT modalities, we will continue to focus on differentiated instruction, balanced literacy, and ESL methodologies and assessments in our ESL and bilingual content area classes. We will continue to infuse English language instruction with literacy instruction across the curriculum and to focus on the workshop model to enhance students' communication, cognitive skills, and academic vocabulary. By incorporating accountable talk and principles of learning, we will promote development of all four-language acquisition skills.

Furthermore, we will continue to expand our ESL Lab by making it more accessible to our ELL population and by adding new software programs, such as The Merit Software. Through The Merit Software, ELLs will improve their English language listening, speaking, reading and writing skills and provide themselves, their teachers and parents positive, measurable results. Our focus as educators will continue to stress ELL students' need to participate in one-to-one discussions with the teacher and guided group instruction. We will continue to build our classroom libraries, offering students a wide range of independent reading selections in a variety of genre and reading levels, ranging from emergent to fluent reader. The school will continue to encourage our students to read independently everyday and to engage in guided reading and writing groups. We will also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

The ELLS at Midwood High School have taken or will take all State assessments with accommodations per CR Part 154 in the content areas in English and/or their native languages. According to our school data, our ELL students perform as well on the Regents examinations as our native English speakers and English proficient population. It is all due to the well-established support system we provide at Midwood High School. The passing rate for ELLs who have taken and passed Regents examinations in Math and Earth Science is comparable to the passing rate of their English-

dominant counterparts – e.g. 18 ELLs took Math, 15 passed; 9 ELLs took US History and Government, 9 passed; 12 ELLs took Living Environment, 10 passed.

At Midwood High School, our ELL students are tested periodically and annually with multiple types of assessments with differentiated tasks in order to evaluate their language proficiency and academic achievement. We calculate the rate our ELL students test out of ESL and the number of our students passing the New York States regents exam in core subject areas. We examine their modality progress from 9<sup>th</sup> grade through 12<sup>th</sup> grades, their language acquisition skills and credit accumulation.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12 Number of Students to be Served: 15-25 LEP          Non-LEP

Number of Teachers 1 Other Staff (Specify) 2 Supervisors, 1 Paraprofessional

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Midwood High School at Brooklyn College is a secondary school of approximately 4000 students. Located in Brooklyn, New York, Midwood is situated in a middle-class, ethnically diverse, urban environment. The number of non-English speaking immigrants has increased recently in our zone population. Midwood High School's Title III program will supplement instruction for ELLs. We will target ELLs who score at the Beginning/Low Intermediate Level of proficiency based on both the LAB-R and NYSESLAT. This population will be chosen in September by ATS printout of report cards or NYSESLAT scores.

Fifteen to twenty-five ELL students from all grades will meet for three-and -a half hours from 8:30 to 12:00 for 25 weeks in the fall and spring (October 17, 24, 31; November 7, 14, 21; December 5,12, 19; January 9, 23, February 6, 27, March 6, 13, 20, April 10, 17, 24, May 1, 8, 15; 22, June 5, 12).

The curriculum will be targeted for ELLs who are at the Beginning and Low and Intermediate Levels of ESL. This class will include classroom session to follow the curriculum designed using tenets from the Ramp-Up Literacy program. This includes English vocabulary, reading decoding skills, writing skills, and conversational skill-building exercises. In addition, we will use our Media Center for written work and individualized vocabulary and grammar practice and writing skills using word processing software. A licensed English teacher with experience in ESL methodology will teach the Saturday program so that the students can receive miscellaneous English credits for the Saturday program. A paraprofessional will be available to help tutor native language students and low level ELL's and facilitate instruction in the ESL Study Center. An Assistant Principal will be on-site to insure safety and security one-half hour before the program starts to greet students and parents and stay one-half hour after the classes finish to assure safe pick-up. He will insure that the breakfast and snacks are provided, open and close the computer lab, facilitate grant compliance, and augment security and safety during the classes for these students during the Saturday programs.

ESL instruction will be provided using the Quality Teaching for English Language Learners approach and the Ramp-Up for Literacy program. Both the Quality Teaching for Language Learners and Ramp Up programs are supported by scientifically based research that indicates that language development is best supported by the workshop model. Students will receive a miscellaneous English credit if they accumulate enough seat time during the program.

Tutorials will be provided by licensed Midwood teachers in content areas before school for freshmen and sophomore and after school for juniors and seniors and/or on Saturdays to improve English, Math, Social Studies, and Living Environment skills and to prepare ELLs for the English Regents, Algebra, Global Studies, US History, and Living Environment Regents Exams when needed. There will be a total of 25 hours of tutoring offered.

LEP students will have access to computer programs to improve comprehension and English pronunciation in our ESL labs. Supplemental instruction supplies for the Saturday program, including textbooks, workbooks, and software will be provided by this grant. Books and ESL instruction will be provided using the Quality Teaching for English Language Learners approach. Classroom libraries, dictionaries, and Regents review books will be provided from the school NYSTL allotment. General supplies such paper, print cartridges for the Media Center, floppy disks, computer assistance equipment, and notebooks will be purchased by the grant to support the writing component of this activity. This equipment is necessary to access the Internet, demonstrate the software program, and to increase student knowledge of the resources available to ELL students in New York City. English, Global Studies, and Living Environment tutoring will use web-based DBQ and Biology learning sites in their instruction. Students will be provided with Metrocards and breakfast snacks.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The Title III Professional Development program will focus on enhancing instructional strategies for teachers of Beginning/Low and Intermediate ELLs. The teacher participating will be paid at training per session rate. The Saturday ELL teacher will participate in the after-school Title III Professional Development Program for eight hours focusing on implementing Quality Teaching for English Language Learners strategies. The Assistant Principal Foreign Language or Assistant Principal Administration at Midwood High School will conduct the workshops. Teachers will receive training rate per session. The AP will receive full per session rate. The workshops for the Saturday ELL teacher are tentatively scheduled for

late September for review of the Ramp-Up program and parent orientation, January to prepare for Regents Review and parent presentations, and March to focus on the NYSESLAT exam preparation.

The teachers who will conduct Regents' content area tutoring will meet with the Assistant Principal Supervision or Assistant Principal Administration for training focusing on ELL instruction in their specific content area.

**Form TIII – A (1)(b)**

School: Midwood High School BEDS Code: 332200011405

**Title III LEP Program  
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	<b>\$15,753.62</b>	Instruction during the Saturday Program. <b>1 ESL or English teacher with ESL experience for Saturday program 100 hours@ \$49.73 ps/hr</b> \$4,973.00  Content area teachers for Regents review for ELL students total 25 hours@\$49.73 ps/hr = \$1,243.25  1 Assistant Principal for supervision and security during the Saturday Program. Assistant Principal for 125 hr. x \$51.37= \$6,421.12  Paraprofessional for translation and tutoring during Saturday and after school programs.  1 Paraprofessional 112.5 hours x \$27.70 = \$3,116.25.

<b>Purchased services</b> - NA	NA	<b>NA</b>
<b>Supplies and materials</b> - Computer software - Food for students during Saturday program	<b>\$3,545.00</b>	Food 25 meetings, Software \$900.00 \$2,645.00
<b>Educational Software (Object Code 199)</b>		
<i>Code 80</i> <i>Employee Professional Development</i>	<b>\$1,851.00</b>	<b>PD Providers</b>  <b>Supervisor total 25 hours @ \$51.34 = \$1,284.25</b>  <b>PD Participants</b> Teachers training rate for a total of 25 @ 22.67 = \$566.75
<b>Other</b>		
<b>TOTAL</b>	<b>\$21,149.62</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

The Assistant Principal Foreign Language and the Midwood data specialist counted the ELL students and listed them by home language. A list of important documents to be translated was generated. The number of on-site translators available in Urdu, Spanish, Russian, Haitian Creole, Arabic, Punjabi, and Bengali was assessed by the Principal and Assistant Principal Foreign Language.

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

As with the Written Translation needs, the Assistant Principal Foreign Language and the Midwood data specialist counted the ELL students and listed them by home language. A list of faculty and staff translators available in Urdu, Spanish, Russian, Haitian-Creole, Arabic, Punjabi, and Bengali was provide by a DOE vendor for Translational Services. Guidance Counselors were instructed to schedule sequential translations in whatever language that was necessary. Interpreters will be needed for parent/teacher nights and orientation. All services that could not be provided by on-site professionals via per session hours or purchased though DOE translation vendors,

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The Parent Coordinator is responsible for identify the necessary documents to be translated. She then contacts Translation Services at the Department of Education Teachers and Paras are paid per session to complete the translations. Other translations are accomplished by using the Department of Education Translations Service. This year, we are upgrading the technology capabilities for our teacher tech center so that teachers can produce and scan translated documents for parents more easily. We have a list of

languages written and spoken by our staff. Teachers can get homework and other parent communications translated into the home language in the teacher tech center or in the foreign language teacher labs.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Teachers and staff who speak the language needed are alerted that a parent is coming into school. They are paid per session and coverages are arraigned so that the parent can be serviced. If there are no staff members available for a particular language, funding has been set aside to hire translators from Legal Interpretive Services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school fulfills Section VII of Chancellor's Regulation A-663 as follows:

- a. We distribute the Parent Bill of Rights in class for students to bring home. We identify home languages of students and provide them with the appropriate document when it is a covered language. Additional copies are maintained in the Parent Coordinator's office if a parent makes a request.
- b. All appropriate and required signs are posted in the outer lobby of the school.
- c. The school's safety plan states the need to provide access to parents regardless of their native language. In addition, school safety maintains a phone number for translational services to be provided to parents whenever necessary.
- d. In addition to the DOE offering various letters in multiple languages on their website, the school, whenever possible, posts it's own letters in multiple languages on the school's website.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Curriculum maps are developed and utilized on multiple levels. Students can discuss and write about literature utilizing cultural, sociological, historical & psychological criteria. A discussion of literary analysis addresses specific fundamental English language skills (written and spoken) as well as in depth analysis of literary devices for each text.

Taught curriculum is aligned with New York state standards. Reading, writing, speaking, listening, viewing, grammar, usage of the English language and literature is taught in depth. Evidence of mastery and depth is defined by our ELA regents test scores at the end of the junior year.

ELA materials are provided for students on all levels. An on-going Ramp-up to Literacy program provides complete materials (school libraries) to address the needs of our students on all grade levels. The English department comprehensive library provides novels, plays, short stories, non-fiction and poetry to meet the needs of students reading on grade level and above. The collection is cross cultural as well as cross curricular. We also house an extensive audio book collection. Our school library contains a vast collection of books for English Language Learners, those who are visually impaired and those who are struggling readers.

The Assistant Principal English Language Arts, the Assistant Principal, Foreign Languages, the LAB/BESIS Coordinator (who is also the ESL Coordinator), the guidance counselor assigned ELLs, teachers of free standing ESL classes and ELA teachers of Advanced ELLs meet in order to discuss programming, instructional strategies – i.e. differentiated instruction, etc, - curriculum, textbooks and materials, NYSESLAT results, and ELLs' proficiency levels as indicated by the latter. The NYSED Learning Standards for ESL and ELA are appended to curricula and/or distributed to teachers. The Assistant Principal, English and the Assistant Principal Foreign Languages apprise teachers of professional development opportunities offered by the DOE Office of English Language Learners and QTEL training and arrange for teachers to attend the same

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations and subsequent conferences/written reports include analysis of state standards in relation to the taught lesson. School maintains and implements grade appropriate reading lists. Departmental meeting and professional development support the implementation of a standards based curriculum. Results on state Regents exam support the implementation of said curriculum.

Regarding ELL's, the evidence includes classroom observations; ELLs' English Language Arts Regents results; NYSESLAT scores; scholarship reports; State Report Card data.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The curriculum in Integrated Algebra and Geometry, the replacements for Math A and Math B, are consistent with the content strands and process strands provided by the NYSED

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of the curriculum used and Regents results in these key curriculums support the response. Another indicator of success is State Report Card data

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School's professional development program is focused on researched based instructional methodologies including active participation, level of concern, knowledge of results, making learning meaningful and relevant and differentiating instruction. Such professional development is extended to departmental meetings and further developed through the fostering of Professional Learning Communities such as Learning Walk Teams. The school has invested in extensive instructional technology to promote the above mentioned methodologies and ultimately, student engagement. The ELA department has developed elective courses that follow state standards while simultaneously seizing opportunities to offer an interdisciplinary medium to develop student ELA skills.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations are followed up with conferences and written reports that discuss the standards addressed in each lesson as well as the usage of differentiated instruction and the engagement of students. On-going professional development includes teacher reflections and the subsequent sharing of best practices. Each semester the school offers approximately 5 elective courses as outlined above.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Math classes are students centered. Active participation and varying instructional strategies in all classes are keys to success. Uses of Smartboard technology, Geometer's Sketchpad and Senteo Remotes as well as graphing and scientific calculators integrate necessary technology.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The number of teachers using Smartboard, Geometer's Sketchpad, Senteo and calculator technology in their classes on a regular basis. Classroom observations by Supervisor(s) document the usage of technology as instructional tools that foster student engagement. The success rate of our students on State Regents exams and State Report Card data further supports the success of this initiative..

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school maintains an extremely low turnover rate of teachers. The Principal and the Assistant Principal Organization review the school budget, the BEDS survey, Seniority reports and number of new hires each year to assess turnover. The Principal works closely with each Assistant Principal each year to determine anticipated vacancies in advance so as to be proactive in hiring highly qualified teachers when needed. The Principal and Assistant Principal Organization work closely with the Lead Instructional Mentor to maintain an effective and extensive school-based mentoring program for all new teachers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school budget indicates an average teacher salary that exceeds the citywide average. The Beds survey demonstrates a high and increasing number of teachers that have been in the system for 5 years or more. The turnover rate the last three years has been less than 10% in each year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Assistant Principals consult the *Principals' Weekly* in order to obtain information regarding the above, and then apprise teachers of dates of ELL-related professional development opportunities as they become available. Teachers are apprised of dates and topics of QTEL training. The Assistant Principal, Foreign Languages, also apprises Cabinet members of professional development opportunities offered by the DOE Office of English Language Learners and other organizations – e.g. HABETAC, etc. This information is, in turn, disseminated to teachers. The LAB/BESIS Coordinator, ESL teachers, Native Language Arts teacher, and teachers in the Title III Saturday Academy are apprised of and attend professional workshops and conferences. The Assistant Principal, Foreign Languages disseminates information regarding instructional strategies, textbooks and materials to Cabinet members who, in turn, discuss and disseminate the same to teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations; ELLs' English Language Arts Regents results; NYSESLAT scores; scholarship reports; State Report Card data.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELLs' progress is monitored by the Principal, the Assistant Principals, Supervision, the Assistant Principal, Pupil Personnel Services, the CFI Committee, and the designated guidance counselor assigned to ELLs. The designated guidance counselor monitors ELLs' academic progress and accumulation of credits in free standing ESL classes, content area ESL classes, and bilingual content area classes. The guidance counselor assigned to ELLs also monitors the academic progress of the ELL cohort(s) in order to facilitate programming, monitor credit accumulation, and ensure ELLs' fulfillment of graduation requirements. ELLs' progress is further monitored via placement in content area ESL classes and content area bilingual classes where available.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSESLAT results; ELA Regents results; class room observations; content area scholarship reports? Regents result in Math, Science, Social Studies; State Report Card data.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Staff has been given access to IEPs and are fully trained on its content and implementation through Section 408 staff development. Accommodations and modifications have been fully communicated and an implementation procedure is in place.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Ongoing professional development at faculty conferences and departmental conferences address these issues.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The writing and curricular alignment of all IEPs are overseen by the Assistant Principal Special Education. All students at this time are slated for standard promotional criteria. Therefore their curriculum is properly aligned with state assessment objectives. Behavioral plans are in place where appropriate.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Midwood has been monitored regularly by the Department of Education and the State Education Department and has never been cited as out of compliance with respect to these issues.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

### **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).  
There are currently five (5) students in temporary housing that are attending Midwood High School.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
All students in temporary housing receive guidance services that include, but are not limited to:
  - attendance monitoring and outreach services
  - additional academic services ( tutoring, guidance AIS services)
  - students in temporary housing are informed that any school fees (gym uniform, Senior dues, and prom dues) are waived.

- additional set of text books, and regents study guides
- schools supplies or personal supplies
- posters are displayed throughout the school informing students that if they experience homelessness, they are entitled to assistance from the school.
- residency questionnaires are distributed to families and parents are informed of assistance available in the school.

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 in the borough Integrated Service Center (ISC) or Children First Network.  
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