



MIDWOOD HIGH SCHOOL

2010-2011

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: Migdalia Maneiro

Daniel Georges

STUDENT REPRESENTATIVE: Crystal Ortiz
(Required for high schools) Ashley Pera

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Aimee Horowitz

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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/SLT/Teacher	
Migdalia Maneiro	*PA/PTA Co-President or Designated Co-President/SLT	
Daniel Georges	*PA/PTA Co-Preseident or Designated Co-President/SLT	
Cleopatre L. Duplessy	PA/PTA Vice President/SLT	
Fred Baer	Parent	
Geneva Bowser	Parent	
Painda Zaman	Parent	
Gloria Aklipi	Teacher	
M. Kaufman	Teacher	
Jeffrey Savage	Teacher	
John Lombardi	DC 37 Representative/SLT	
Crystal Ortiz	Student Representative	
Ashley Pera	Student Representative	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

Midwood High School at Brooklyn College is a secondary school situated in a lower middle-class, ethnically diverse neighborhood. Midwood operates at approximately 170% 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 challenging sequences 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 are 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. 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 9th 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 four years the school has invested in over 55 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Midwood High School			
District:	22	DBN #:	K405	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					93.2	93.5	92.6		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.1	98.5	99.0		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					19.0	19.9	28.1		
Grade 8									
Grade 9	1115	1148	1122	Students in Temporary Housing: Total Number					
Grade 10	1116	1045	1159	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	682	829	818		8	25	3		
Grade 12	849	735	834						
Ungraded	0	1	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	3762	3758	3938		21	31	73		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	61	74	96	Principal Suspensions	97	88	88		
No. in Collaborative Team Teaching (CTT) Classes	59	69	88	Superintendent Suspensions	19	37	25		
Number all others	47	52	50						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	10	15	19	CTE Program Participants	153	493	971
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	111	116	87	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	7	35	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	181	180	181
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	46	48	48
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	6	12
	28	25	30				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.9	100.0	98.9
American Indian or Alaska Native	0.2	0.1	0	Percent more than two years teaching in this school	87.8	88.8	96.7
Black or African American	39.6	38.0	37.7	Percent more than five years teaching anywhere	75.5	80.2	82.3
Hispanic or Latino	9.3	10.2	11.5				
Asian or Native Hawaiian/Other Pacific Isl.	27.1	29.2	30.3	Percent Masters Degree or higher	89.0	88.0	89.0
White	23.8	22.4	20.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	96.4	93.4
Multi-racial							
Male	45.0	45.4	46.4				
Female	55.0	54.6	53.6				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students				✓	✓	✓	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				✓	✓		
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓	✓	
Student groups making AYP in each subject	0	0	0	6	6	1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	62.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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:

Performance Trends & Accomplishments

- Last year, the school focused on improving the credit accumulation rate for the 3rd year cohort. The school met and exceeded its goal of improving the rate by 5% for the entire cohort as well as the lowest third. The groups increased their rates by 6.1% and 17.3% respectively.
- The school experienced a 5.9% increase in the 4 year graduation rate and a 21.7% increase in the 4 year weighted diploma rate. Additionally, the school experienced a 3.4% increase in the 6 year graduation rate and an 7.5% increase 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 school experienced a slight decrease in attendance for 2009-10 (92.6%).
- The Learning Environment Survey results demonstrated an improvement from 2008-09 to 2009-10 in three of the four of the categories. This marks the third year in a row of such progress. Yet, the school experienced a reduction in raw score points on the progress report in each of these 4 categories.
- 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 9th and 10th 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 four years.
- The school's Quality Review score went from "well developed" in 2006-07 to "proficient" in 2007-08. The school received a "well developed" once again in 2009-10. The reviewer in 2009-10 highlighted the following areas as school strengths:
 - The school leaders and teaching staff use a variety of formative and summative data to develop a clear picture of student performance and needs.
 - The school leaders align resources with the school's instructional goals to best meet students' needs.

- The school leaders and staff work cohesively to review and analyze the quality of curricular, instructional, and organizational decisions to refine practice and programs that meet students' needs.
- School leaders use a variety of professional learning opportunities including coaching, learning walks, inter-visitations and outside consultants that improve student-learning outcomes.
- School leaders, teachers, and students exhibit a warm and respectful relationship, resulting in an environment that is conducive to learning and supportive of student growth.
- School leaders provide a variety of structured professional development activities individualized to meet teachers' needs to maximize student learning.
- School leaders maintain a number of partnerships with community-based organizations to support students' and their families' academic, social-emotional, and health needs to promote the students' academic and social success.
- The quality reviewer in 2009-10 highlighted the following for improvement:
 - Promote greater consistency in differentiating instruction so that teaching more accurately reflects purposeful groupings, tasks accommodate different learning styles, and students are appropriately challenged.
 - Sharpen practices around data-informed goal-setting in the classroom so that students and their families know their next learning steps.
 - Increase professional collaborations in the three school institutes to promote shared leadership growth among teachers, which will accelerate student learning.
- The school continues to do an excellent job of preparing and guiding students to college as is evidenced by:
 - 92% of 2009-10 graduates attended higher education,
 - 82% of 2009-10 graduates attended Four-Year College,
 - The 2009-10 graduating class was collectively awarded approximately \$22 million in scholarship offers.

Significant Barriers

- Overcrowding. Midwood is at approximately 170% 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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 identified a need to improve the percentage of students earning 10+ credits, particularly students in our lowest third.
 - Improve the percentage of students in the school's lowest third and earning 10+ credits this school year by 5 percentage points each for 1st, 2nd and 3rd year students.

2. After conducting the needs assessment, we found that the school score on the Learning Environment Survey increased in 3 of the 4 categories. Yet, the school experienced a reduction in raw points on the Progress Report in all 4 categories. To reverse this negative trend by increasing our scores at an increasing rate.
 - Improve the combined scores of the 4 categories on this year's Learning Environment Survey by 1 complete point or an average of .25 increase per category.

3. After conducting the needs assessment, we found that our black male learners have under performed all other subgroups for the past three years. To close the achievement gap for our 9th grade black males.
 - Identify a sample population of 9th grade, at-risk black male students, and by August of 2011 ensure strategies have been identified, implemented, and evaluated to ensure they accumulate credits at a rate 10% higher than previous 9th grade black males.

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 2010-11 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, PLA, 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>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the percentage of students earning 10+ credits, particularly students in our lowest third.</p> <ul style="list-style-type: none"> • Improve the percentage of students in the school’s lowest third and earning 10+ credits this school year by 5 percentage points each for 1st, 2nd and 3rd year students.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School plans a multi-tiered approach including:</p> <ul style="list-style-type: none"> • Creation of a Saturday program to run from January through June whereby students can earn up to 2 credits. Students who are anticipated to receive between 8-10 credits for the year will be primarily targeted for the program along with other lower third performers. Teachers will design elective courses aimed at creating interesting and engaging learning opportunities with a focus on writing skills. • School will better identify students who might fall short of the 10 credit threshold and have guidance counselors work with the students to develop and implement action plans including attending peer tutoring regularly. • All teachers are establishing 2-3 goals for the year where at least one of the goals must focus on student outcomes in the class. Through this process we expect to see gains in credit accumulation. • Use our existing extended day program to target students on the cusp of the 10 credit threshold.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The Saturday program will require teachers to write curricula and teach the courses. Additionally, the program will require a supervisor and a school aide. The anticipated budget is \$40,000 which the school has in surplus from being over register. The peer tutoring program is supported through circular six. The extended day program is already scheduled for funding in our per-session budget.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>January performance will indicate initial performance in reaching these targets and allow for strategic planning for spring and summer sessions. Mid-term performance reports for the Saturday program will indicate success factors for the program’s ability to address this issue. June grades will provide another benchmark and allow for final modifications when programming students for summer school.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve the overall school results on the Learning Environment Survey.</p> <ul style="list-style-type: none"> • Improve the combined scores of the 4 categories on this year’s Learning Environment Survey by 1 complete point or an average of .25 increase per category.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>School plans a multi-tiered approach including:</p> <ul style="list-style-type: none"> • School will continue to train and support teachers in using Engrade, a free on-line grade book system. Feedback from past users including teachers, students and parents supports the use of Engrade to improve communication, parental involvement and student engagement. • School will look to vastly improve upon our parent response rate for the survey. We typically experience about a 25% response rate from parents. Rather than have the surveys sent home, we will hand deliver via the students and create various incentive programs to encourage and support parental responses. • School will look to create a monthly newsletter for the Midwood community to summarize initiatives and happenings throughout all aspects of the school. • Teachers will continue to attend professional development aimed at enhancing student engagement and making learning more attainable for all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>School will utilize 3 professional development days to provide differentiated and meaningful workshops that include using Engrade, ARIS, instructional technology, and enhancing student engagement. Administration is collaborating with faculty to design an incentive plan for students to encourage parents to respond to the Learning Environment Survey at a grossly higher rate than years past. School will work with volunteers including teachers, students, parents, and parent coordinator to create a monthly newsletter.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School will collect data from parents, students and teachers throughout the school year to gauge progress. Data will be collected via informal surveys during parent-teacher conferences, faculty conferences and class sessions. The data will be used to assess progress and make any necessary modifications to the plan. Ultimately, the results from the spring Learning Environment Survey will indicate success in meeting this goal.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To close the achievement gap for our 9th grade black males.</p> <ul style="list-style-type: none"> Identify a sample population of 9th grade, at-risk black males and have them accumulate credits at a rate 10% better than the previous year's 9th grade black males.
<p>Action Plan 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 9th 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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>After-school program is funded with per session. A data inquiry 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>Indicators of Interim Progress and/or Accomplishment 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 as well as provide opportunity to monitor and revise our plans for the second term. Ultimate evidence will be the final data.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	202	182	192	62	273	6	25	0
10	152	298	244	89	306	5	27	0
11	131	147	31	24	162	8	24	0
12	76	103	0	12	157	10	21	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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>Description: Provide a brief description of each 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>ELA:</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. Alternative instruction and differentiation are included in the second period model.</p>
<p>Mathematics:</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. Alternative instruction and differentiation are included in the second period model.</p>
<p>Science:</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 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>Social Studies:</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 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>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselors have targeted students in the lower third and holdover students. Counselors meet with small groups of students and individual students and parents. Counselors have been assisting over-aged, under-credited students with alternative placements, such as: alternative, transfer, GED and YABC programs to increase the chances of academic success and completion of graduation requirements. At risk students are given instruction in organizational skills, time management and study skills.</p>
<p>At-risk Services Provided by the School Psychologist:</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>
<p>At-risk Services Provided by the Social Worker:</p>	<p>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.</p>
<p>At-risk Health-related Services:</p>	<p>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.</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 35 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) 1 para professional, 1 supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Instructional Program

- ***Type of Program***
 - ***Before/After School***
 - X** ***Saturday Academy***
 - ***Supplemental Push-in Day Program***
 - ***Reduced Class size (must be in Self-contained ESL or Bilingual class setting)***
 - ***Support an existing DL program***

Description of Program

Twenty five to thirty 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 16, 23, 30; November 6, 13, 22; December 4, 11, 18; January 8, 22, February 5, 26, March 5, 12, 19, 26, April 16, 23, 30, May 7, 14, 21; June 4, 11).

Rationale for program

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 computer labs for written work and individualized vocabulary and grammar practice and writing skills using word processing software. A licensed ESL teacher and an English teacher will teach the Saturday program so that the students can receive miscellaneous English credits. 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 at least one-half hour before the program starts to greet students and parents and stay after the classes finish to insure safe pick-up. He will arrange for breakfast and snacks, open and close the computer lab, facilitate grant compliance, and augment security and safety during the classes for these students.

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.

Language(s) of Instruction

English

Service providers (must be ESL/Bilingual certified)

Marie Volcy, Maureen Cox, Dr. Ernest Pysker, Gracie Gomez

Frequency of program

25 Saturdays during the year

Duration of program

3.5 hours per Saturday, plus tutoring time

Number of students

25-35

Grade levels

9-12

Materials (must be supplementary and should not exceed 20% of the total allocation)

Workbooks.

Food for breakfast for parents and students

Paper and classroom supplies

Software

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.

Professional Development

Rationale

Both teachers in the program will receive instruction in ESL skills and in Ramp Up Literacy skills. Content area teachers who tutor will have ESL training during staff development days.

Activities

Development of Lesson Plans and projects to meet New York State ESL standards. Instruction in ESL techniques to enable students to be successful in content classes.

Service provider qualification

The Assistant Principal Supervision of Foreign Language and ESL certified teachers will conduct staff development.

Frequency

Teachers will be observed twice during the program’s duration with follow up observations and instruction during regular class time.

Duration

Eight hours total for the teachers during staff development days.

Targeted audience

Marie Volcy, Maureen Cox, subject area teachers to be assigned by the Assistant Principal’s of each department.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Parental Involvement

- Parents will be called to ask that they enroll their children in the Saturday program. They will be invited to attend during the year. They will be welcome at anytime of course. Paraprofessional will handle phone calls.

Section III. Title III Budget

School: 22K405 BEDS Code: 332200011405

Allocation Amount: \$21,020.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$19,530.00	Instruction during the Saturday Program. 2 teachers (ESL/English)/ 25 weeks/ 3.5 hours @ \$49.89 = \$8,731 25 teacher per-session hours of tutoring @ \$49.89 = \$1,247 1 supervisor / 25 weeks / 4 hours @ \$52.21 = \$5,221 Paraprofessional computer lab and help with class work during Saturday program. 1 paraprofessional / 25 weeks / 3.5 hours @ \$28.98 = \$2,536 PD Providers 4 supervisor per-session hours for preparation to conduct PD @ \$52.21 = \$209.00 PD Participants

		8 teachers depending on needs as recognized by Assistant Principals.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. -	\$1,490.00	Food Breakfast snacks \$950.00 Supplies Paper and Notebooks \$541.00
TOTAL	\$21,020.00	

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

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 home languages used by parents of Midwood students were determined by using the History function in ATS, along with Home Language Surveys on file. This data was confirmed in these students' official classes and a list of languages was created. Our data indicates that Midwood High School's prevalent home languages in order of usage are: Haitian Creole, Spanish, Urdu, Russian, French, Bengali, Punjabi, Arabic, Chinese (Mandarin), and Albanian. We have fewer than ten students who list the following languages as their home language: Russian, Chinese (Mandarin), Bengali, Punjabi, and Albanian. We then examined the languages read, written and spoken by our faculty and staff.

We determined that we had Haitian Creole, Spanish, Urdu, Russian, French, Albanian, and Chinese speaking teachers and paraprofessionals. We used these teachers and paraprofessionals, as well as the services of the Department of Education Translational services to create handouts of school policy information in all languages. These handouts included our Handbook, Guidance information, Dean's Suspension and Referral information, Schedules, Parent Association and Parent/Teacher Night Information, and all other information that was sent home to English speaking households. Computer hardware and printers were purchased using Translational Grant funds to create this information on site. We assigned Translation Services as a Circular 6 assignment, and used per session money from this grant to pay teachers when they had to create translations during non-school hours. We provide oral interpretation/translation services to parents who come to Midwood for meetings or Parent/Teacher night by using these staff members. We never use students to translate for parents during any meetings. When need arises, we have contacted Edward R. Murrow High School on parent/teacher nights to provide additional paraprofessionals who can speak the languages usually spoken by our teachers who may be too busy to translate then. We also use DOE translation services for oral translation when needed. So far, we have successfully conducted meetings and distributed information in all languages represented by our students. We stand ready to serve parents no matter which language they speak.

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.

The data suggested that the major languages needed were Haitian-Creole, Urdu, Spanish, Russian, and Chinese. Translations of the school handbook, suspension information, schedules, opt out letters, and school announcements in each of these languages were needed.

We also need translators in these languages for Parent Teacher night, orientation meetings, Parent Association meetings, suspension hearings, and guidance meetings. We have in-house translators who are teachers, paraprofessionals, or school aides.

All service providers, guidance counselors, and teachers were given a list of faculty and staff that would be available to conduct simultaneous oral translations with parents. These in-house translators. Announcements concerning the availability of these translators and translated materials were made in the school's monthly newsletter and at staff development meetings.

Part B: Strategies and Activities

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.

Parents who need translated materials will receive them from the parent coordinator. Written translational services will be purchased from outside vendors or the Department of Education translation services will be used to have the school handbook, suspension information, schedules, opt out letters, and school announcements translated into the six languages needed to serve Midwood's parents. To provide immediate translated material, hardware will be purchased using the grant to allow printing of documents into the languages needed. We will recruit and hire paraprofessionals, school aides, or teachers who are fluent in Haitian-Creole, Urdu, Spanish, Russian, Chinese, or other languages identified by the data specialist and Assistant Principal Foreign Language or use the services of paraprofessionals from surrounding schools to translate and print school announcements. We will set up hardware in the Foreign Language Office, Foreign Language Teacher Tutoring Room, and the School Tutoring Center. Supplies, paper, toner, and hardware will be purchased through the grant. Staff will receive per session rates for their services. Posters will be made announcing the availability of translational services in the Parent Coordinator's room 136. These posters will be hung in the entrance lobby.

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.

Oral translators will be provided for all school events and Parent Association functions in the languages identified in the data survey when necessary. Our staff or staff from neighboring schools will provide consecutive or simultaneous translations when necessary for major parent events.. Staff will receive per session rates for their services. Funding will be set aside from the grant to contact the DOE vendor to provide these translators if we are not successful in finding them among our in-house our neighboring school staff. Staff will receive per session rates for their services. Posters will be made announcing the availability of translational services in the Parent Coordinator's room 136. These posters will be hung in the entrance lobby.

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>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. In-school and surrounding school staff will be used to that minor aged students will not provide translation services. Availability of translational services will be announced at all public meetings. Posters announcing these services will be prominently displayed in the front entrance. School Security Officers will inform parents of these services as they sign in if this is not a school-wide function. Announcements of translational services will be posted on the website.

The Assistant Principal Foreign Language will conduct staff development sessions during school wide staff development days regarding language access requirements. Parent coordinators and other key school-based staff will attend Translation and Interpretation Unit workshops on language access requirements to insure Midwood High School's compliance with Department of Education and Federal mandates.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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.

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

APPENDIX 7: 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>

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 three students attending Midwood High School that are in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Students that are listed as Temporary Housing receive extra support services such as guidance intervention, attendance outreach, academic support (extended day, Saturday school, peer-tutoring), and any supplemental materials needed to support them in the academic program. Students are informed that they do not need to purchase their phys. ed uniform, all school fees are waived for them, and they are entitled to an extra set of text books to leave at the shelter. Parents are informed that there are funds available to purchase supplies or materials that they may need. Additionally, all school trip or school related fees are waived for these students.

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 your Children First Network.

The school received \$58,763 for this specific allocation.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Midwood High School					
District:	22	DBN:	22K405	School		332200011405

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.2	93.5	92.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1148	1122	1058				
Grade 10	1045	1159	1156				
Grade 11	829	818	931				
Grade 12	735	834	847				
Ungraded	1	5	2				
Total	3758	3938	3994				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.1	98.5	98.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	19.0	28.1	31.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	25	42

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	21	31	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	74	96	86	Principal Suspensions	97	88	88
# in Collaborative Team Teaching (CTT) Classes	69	88	85	Superintendent Suspensions	19	37	25
Number all others	52	50	64				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	493	971
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	15	19	TBD	Number of Teachers	181	180	187
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	46	48	44
# receiving ESL services only	116	87	TBD	Number of Educational Paraprofessionals	9	6	12
# ELLs with IEPs	7	35	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	28	25	123	% fully licensed & permanently assigned to this school	98.9	100.0	98.4
				% more than 2 years teaching in this school	87.8	88.8	85.0
				% more than 5 years teaching anywhere	75.5	80.2	85.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.1	0.0	0.1	% core classes taught by "highly qualified" teachers	97.8	96.4	93.8
Black or African American	38.0	37.7	36.5				
Hispanic or Latino	10.2	11.3	11.8				
Asian or Native Hawaiian/Other Pacific	29.2	30.3	30.8				
White	22.4	20.5	20.6				
Male	45.4	46.4	45.7				
Female	54.6	53.6	54.3				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:	-	Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-	
Black or African American				v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				v	v		
White	-	-	-	v	v		
Multiracial							
Students with Disabilities	-	-	-	-	-		
Limited English Proficient				-	-		
Economically Disadvantaged	-	-	-	v	v		
Student groups making	0	0	0	6	6	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	65.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	7.5	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	17.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	31.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	9		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 405	District 22	School Number 405	School Name Midwood High School
Principal David Cohen		Assistant Principal M. Teresa Fernandez	
Coach n/a		Coach n/a	
Teacher/Subject Area Veronica Coleman, ESL Teacher		Guidance Counselor Kendra Lane	
Teacher/Subject Area Joey Pavone, ESL Teacher		Parent Daniel Georges	
Teacher/Subject Area Marie Volcy, Bilingual Teacher		Parent Coordinator Carol Ardito	
Related Service Provider Maria M. Rizzi, A.P. SpEd		Other n/a	
Network Leader Karen DiTolla		Other n/a	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	19
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	4013	Total Number of ELLs	141	ELLs as Share of Total Student Population (%)	3.51%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. In order to identify our English Language Learners (ELLs), the Home Language Identification Survey (HLIS) is administered by the office of AP Guidance 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, our ESL teachers, Joey Pavone or Veronica Coleman, administer 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 by one of our teachers. 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.

2. 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. The A.P. of Foreign Language/ESL and ESL teachers conduct all orientations for parents of newly enrolled ELL/LEP students on or about the third week of September in the Principal's Conference Room. The Assistant Principal of Foreign Language, Teresa Fernandez, conducts the parent orientations, supported by ESL teachers, Joey Pavone and Veronica Coleman, the guidance counselor for ESL, Kendra Lane, and the Parent Coordinator, Carol Ardito. These pedagogues screen an orientation video in the language spoken by the parents of the prospective ELLs, give all school related information to parents in English and, where available, in their native language. Faculty members who speak the parents' native language(s) provide oral interpretation and translation. Each time a new ELL enters the school, parents are required to meet with school leaders, teachers, guidance counselors, and the parent coordinator who screen the orientation video. The Foreign Language/ESL Assistant Principal, Teresa Fernandez, explains all related program options to the parents.

3. During the orientation for newly enrolled ELLs, entitlement letters and letters apprising parents of program choice will be distributed in English and, where available, the native languages. 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 their child. In the instance of parent absence, we mail a Parent Survey and an entitlement letter home. In collaboration with the parent coordinator, we make phone calls home to ensure the return of the Parent Survey and the entitlement letter. In rare instances, we visit the home to make sure that the forms are returned. 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. A copy of this form is then forwarded to the LAB coordinator's office.

4. After reviewing the Parent Survey and Program Selection forms, based on the parent choice selection, we place the student in the appropriate program: Transitional Program, Free Standing ESL, or Dual Language. One designated guidance counselor is assigned to ELLs. The guidance counselor meets with content area Assistant Principals in order to discuss programming and placement of ELLs.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the data has shown that 12% of our parents have requested the Transitional Bilingual Program and 88% have requested the Free Standing ESL, with no parents requesting the Dual Language Program. A copy of the Parent Survey and Program Selection form is stored in the LAB Coordinator's office.

6. The program models offered at our school are aligned to parent requests. All of our students are placed in programs indicated by parents in the Parent Survey.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										18				18
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										49	40	22	12	123
Push-In														0
Total	0	0	0	0	0	0	0	0	0	67	40	22	12	141

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	27
SIFE	31	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16	9	0	2	1	0	0	0	0	18
Dual Language	0	0	0	0	0					0
ESL	57	14	5	34	7	7	32	0	15	123
Total	73	23	5	36	8	7	32	0	15	141

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										18				18
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	18	0	0	0	18

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	10	4	1	30
Chinese										1	0	0	0	1
Russian										9	0	0	0	9
Bengali										1	1	1	0	3
Urdu										10	7	5	4	26
Arabic										1	0	0	1	2
Haitian										15	14	4	3	36
French										4	3	0	0	7
Korean														0
Punjabi										0	2	0	0	2
Polish														0
Albanian										1	0	0	1	2
Other										9	4	8	2	23
TOTAL	0	66	41	22	12	141								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Instruction is delivered in self-contained ESL and Bilingual classes. Classes are homogeneous with proficiency levels programmed together. Students in the bilingual program are blocked together, with the exception of their ESL classes which are determined according to proficiency levels. Materials used include grammar textbooks, reading anthologies, social studies texts designed for ELLs, adaptations of classic works of literature, and authentic reading materials, including full length plays and novels. Students at all levels are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including Social Studies and Native Language Arts textbooks to maintain skills in the native language, and develop academic course content knowledge. Students develop all four language skills in the Native Language Arts (Haitian Creole) classes: listening, speaking, reading, and writing. This is accomplished through cooperative learning activities, paired activities, use of the writing process, literature readings, videos, and other strategies which foster language development. The same strategies used to develop Native Language Arts skills are used in ESL classes. At the beginning level strong emphasis is placed on

vocabulary acquisition, choral practice, drills, sentence structure, and paragraph formation. Students at this level are also given one to one support during independent reading where students are provided with a library of reading resources differentiated by level. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to write about literature in both English and the native language. As pupils become more proficient in English, they are asked to write paragraphs and essays, prepare and present oral presentations and presentations using Smart Board and Power Point technology, and prepare group projects. Teachers of ESL coordinate with content area teachers to provide academic language and content support in the Intermediate levels of ESL in Social Studies. Students at the Advanced levels of ESL are provided with preparation and support for the ELA Regents Exam.

a) Our program model consists of one Transitional Bilingual Education (Haitian Creole) program and a Freestanding ESL program with departmentalized ESL classes and content courses that infuse ESL strategies.

b) Students in the Transitional Bilingual Education (Haitian Creole) program are blocked together and travel together as a group. They are grouped heterogeneously by level and are provided with instruction reflecting the recommended instructional time of 60% Native Language Instruction 40% English Language Instruction (Social Studies, Math, and Science). TBE students also receive Native Language Arts and English Language Arts through ESL classes, where they are grouped homogeneously for English language instruction. In the ESL program, students are grouped homogeneously based on their proficiency level indicated by the NYSESLAT exam. Students at the Beginner Level are given 3 units of ESL. Intermediate students are given 2 units of ESL. Advanced students are given 1 unit of ESL.

2. Our staff consists of 3 certified ESL teachers and 1 certified bilingual teacher. ESL teachers have strong English language proficiency skills and academic language proficiency. They are good language models for English literacy instruction. Our bilingual teacher has strong academic language proficiency when delivering instruction in both Haitian Creole and English. All teachers of our TBE students are knowledgeable about the orthographies of both Haitian Creole and English Languages, including similarities and differences in the alphabetic, phonetic, phonemic, syntactic, and morphemic systems. They are good language models for native literacy instruction. Content area teachers of our bilingual students are highly qualified in their subject areas and are linguistically proficient in both Haitian Creole and English. The number of students in our programs is adequately served by the human resources present in our school. All students are receiving their mandated units of study by highly qualified professionals.

a) In the ESL Program, students at the beginning level will receive 540 minutes (3 units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 units). Students at the advanced level will receive 180 minutes per week of ESL (1 unit). Students at the Beginner Level are given 3 units of ESL. Intermediate students are given 2 units of ESL. Advanced students are given 1 unit of ESL. The TBE students at the beginner level receive 3 units of ESL; 2 units of ESL per week at the intermediate levels and 1 unit of ESL at the advanced level. TBE students also receive 1 unit of NLA, and 3 units of content area in the native language with ESL support, along with required electives in Art, Physical Education, Music, and Technology, with ESL support. Midwood High School is a multi-session school. Students may attend classes starting at 7:00 a.m (Period 1) through 4:15 p.m. (end of 11th period). Our ESL students tend to be programmed towards the middle of the day starting period 4 through 11. Pupils receive ESL content area support 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.

3. In the TBE program the language of instruction for the content area subjects is Haitian Creole 60% of the time so that students develop conceptual skills in their native language as they learn English. The instructional approach and methodology used in the content subject areas is to introduce the concepts in the native language first, with discussion, application and practice in both the native language and English. Teachers encourage students to keep vocabulary lists that are subject-specific, and to use their bilingual dictionaries where possible. Videos and extra materials are made available to students in core content areas outside of class time to further enhance the delivery of content knowledge. Teachers make wide use of graphic organizers relevant to the subject area to aid ELLs with organizing key information. Teachers in the ESL and bilingual program use 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. In order to make content comprehensible, content area teachers use Power Point with visual representations of concepts to make the information accessible across language skills. Subject teachers organize delivery of content in a sequential manner building upon previous knowledge to reach mastery of the concepts at hand. Students are given direct teaching in note taking and study skills, as well as organizational skills. Each department maintains a course selection dedicated to ELLs and Bilingual students, which support their requirements towards graduation. In the TBE program, students are also provided with texts in Haitian Creole, including Social Studies and Native Language Arts textbooks to maintain skills in the native language, and develop academic course content knowledge. In the ESL program, content area teachers use the same materials as mainstream students, but the delivery of material is modified to make content comprehensible as described above.

4. We differentiate instruction for ELL subgroups by maintaining a dedicated ELL guidance counselor who assesses their specific programming needs and ensures that they are grouped homogeneously according to proficiency level, grade level, and area of need, so that we can support all ELLs regardless of years in the program and including SIFE and students with disabilities. According to the

recommendations of all pedagogues and guidance counselors we make small group instruction available wherever possible so that specific needs of all ELL subgroups are addressed.

a. As per CR Part 154, we program SIFE students according parents' request into the Free Standing ESL or Transitional Bilingual Education, or Dual Language program. We provide academic support and additional tutoring via the Title III Saturday Program. The dedicated Guidance Counselor also provides academic intervention and related support services, such as, academic planning, referrals to community support services, and parental support workshops, with translation services available when necessary. In subject areas, SIFE students have specific review sessions after school with teachers to clarify and reinforce material presented in class. They also receive peer tutoring during the students' free periods and lunch. During the Saturday Program, students work on enhancing reading and writing comprehension through Ramp Up for Literacy. We also have a Saturday academy in which students are eligible to take 2 courses designed by teachers. Courses include alternative enrichment and curricular options such as, American Sign Language, personal finance skills, math and finance, and movement through the arts. These opportunities afford our SIFE students extended instructional time in order to integrate language and literacy development along with content area knowledge.

b. We provide our newcomers with academic support and additional tutoring via the Title III Saturday Program. We continue to provide additional support by making software, books, dictionaries, and subject specific resources available in our ESL Lab. Some of the software includes, Tell Me More, an interactive computer software program that supports the correct pronunciation of American English, acquisition of vocabulary and grammatical structures. We also offer levels 1-3 of Rosetta Stone in French and Spanish for the benefit of the bilingual students as the video and audio prompts support both native language and English language acquisition. Additionally, newcomers are provided with additional literacy support through independent reading during a double block. A resource library is made available to them for this purpose. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to write about literature in both English and the native language.

c. We provide our ELLs who have been receiving service for 4 to 6 years with academic support and additional tutoring via the Title III Saturday Program. We continue to provide additional support by making software, books, dictionaries, and subject specific resources available in our ESL Lab. Additionally, we provide Regents preparation and support in all subject areas. ELA preparation is provided in the ESL classroom. We support student preparation for subject tests, such as, Biology, Math, Global History, and U.S. History in the Peer Tutoring Center, as well as through extra after school tutoring by subject area teachers.

d. We provide our Long-Term ELLs with tutorial in the content areas by licensed Midwood teachers, academic intervention, such as, small group instruction during ESL and TBE programs, and after school individual tutoring, Regents tutoring by ESL teachers, availability of subject area support in the Peer Tutoring Center, and related support services through our Guidance department. Teachers and guidance counselors maintain home contact with parents of Long Term ELLs to inform them of progress and support positive communication with the home.

e. For ELLs with special needs, we follow the mandates of their particular IEPs. Those students who require Special Education Pedagogues for all instruction are provided with a self-contained environment throughout the day. Teachers and paraprofessionals provide ELLs with special needs differentiated support. Special Education teachers also provide our ELLs with test preparation for the NYSESLAT exam. We also support our bilingual population with tutoring supports, computer assisted literacy programs, testing accommodations and translation services for parents and guardians.

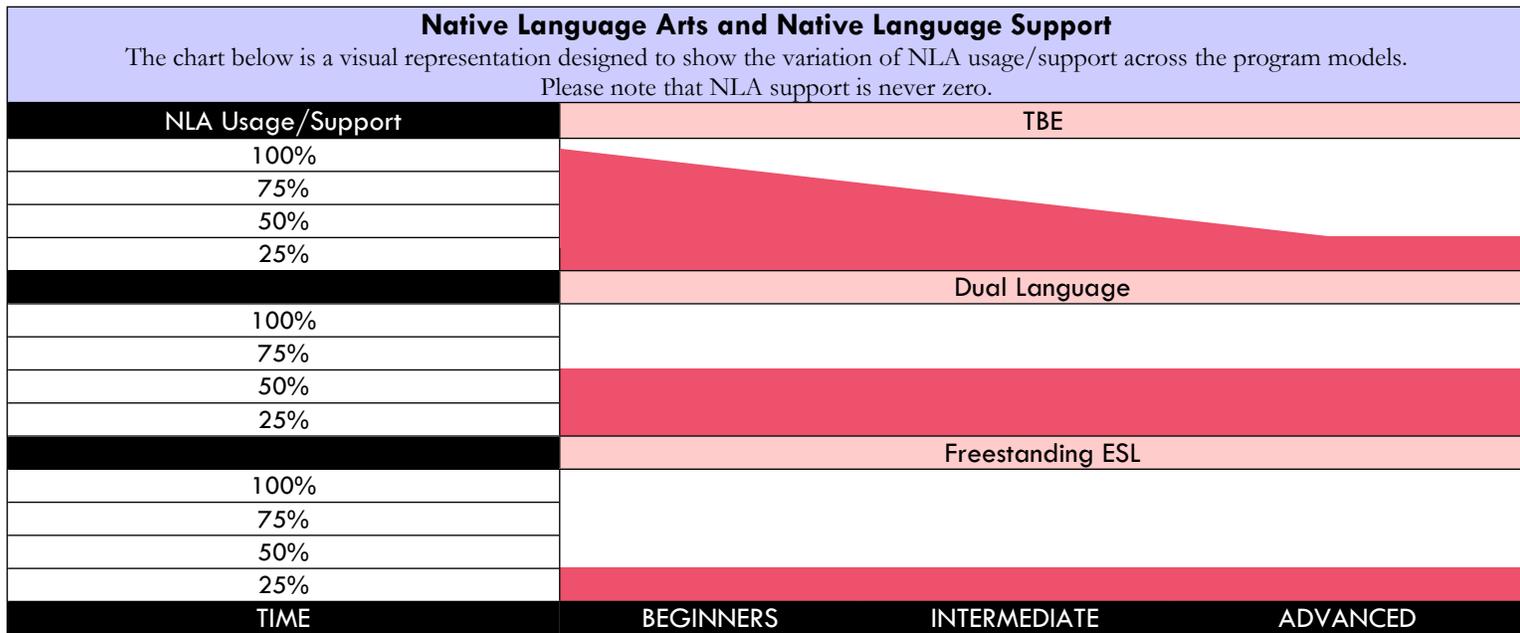
There are a few students with Alternate Placement Paraprofessionals. These paraprofessionals are assigned to students in their special education classes and during all standardized and classroom exams. Our Alternate Placement Para students are in need of only the supports of the para that are assigned to them as prescribed on their IEP.

When the NYSLAT exam is administered, all the students who are scheduled to take the test are provided with the accommodations mandated on their IEP. We provide additional counseling and speech supports for students when prescribed.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. 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. ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In order to fully support our ELLs in the subgroups of SIFE, newcomers, ELLs receiving services 4-6 years, long term ELLs and students with disabilities, one dedicated guidance counselor will continue to meet with content area Assistant Principals in order to discuss programming and placement of ELLs. We make available teachers who are supported in ELL teaching techniques through ongoing professional development. In ELA, newcomers are supported through one to one support during independent reading where students are provided with a library of reading resources differentiated by level. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to write about literature in both English and the native language. Students receiving services 4 to 6 years are supported through additional literacy instruction through our Saturday Program in which they enhance their writing and oral skills by producing fairy tales and stories that are then presented to an audience of parents, teachers, and peers. Long-Term ELLs are supported through a specially designed ESL course to prepare them for the ELA Regents exam. SIFE and Long-Term ELLs have the opportunity to enroll in our Saturday academy in which students are eligible to take 2 courses designed by teachers for alternative enrichment and curricular options such as, American Sign Language, personal finance skills, math and finance, and movement through the arts. In the subject areas of Math, Social Studies, and Sciences, all subgroups are afforded the following interventions: one on one tutoring during school and after school, peer tutoring during school and after school, and differentiated instruction within the content area. Students who are not performing at a high level in a particular class, are targeted and recommended for additional instruction and after school tutoring by a licensed teacher in that subject area. Our Special Education students whose IEPs require native language support are assigned a paraprofessional who accompanies them and assists in the translation of language in the content areas of Math, ELA, Social Studies, and Sciences. Furthermore, in our TBE program, our teachers deliver lessons in Haitian Creole and English. All other intervention services are provided in English, although translation is available if parental contact is needed.

6. Students reaching proficiency on the NYSESLAT receive the following services: tutorial in the content areas, academic intervention and related support services, and Regents tutoring. These students are also provided with testing modification on all Regents Exams, including separate location and extended time. As for the students who attain proficiency on the NYSESLAT, they are programmed into the Liberal Arts and Science, Humanities, and Medical Science programs, and receive the aforementioned support services as they make this transition. The designated Guidance Counselor programs all former ELLs and reviews all former ELL students' programs in order to ensure that these students are on track to fulfill their graduation requirements.

7. In the upcoming year, we will implement a new periodic assessment to closely follow and monitor the growth of our ELLs so that we can inform our teachers and add resources to better support their needs in the future. The ELL teachers are also targeting students' reading and writing performance through a long term goal setting initiative, that will enhance and inform their teaching around reading and writing. These goals will be assessed on an interim basis throughout the year, to monitor student growth and outcomes. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. 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 achieve 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 also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

8. None of our current programs will be discontinued.

9. As per Midwood High School policy, all students regardless of program are invited to join all extracurricular activities, such as athletics, academic clubs, social clubs, arts clubs, ARCHON (community service honor society), and school performances. Our ESL students are highly esteemed because in the past few years, they were the building force of our school's cricket team, which is now highly competitive within the high school leagues in New York City. All of our ELLs are afforded the opportunity to apply and be selected to one of the following academic programs: LASI (Liberal Arts and Sciences Institute) in which students choose one of six strands (Pre-Engineering and Technology, Communication and Media Arts, Law, Leadership and Community Service, Performing Arts, Gilder Lehrman Exploration of American History, or Health Careers), Medical Science Institute (students must have a 90 average in academic subjects), or the Humanities Institute (students must have an average of 85 and take 2 years of Latin). ELLs are recommended by teachers and guidance counselors to join one of the above mentioned programs. Announcements are made twice weekly to inform the entire school community about both extracurricular and curricular activities to which our ELLs are invited. Our ELLs must complete a program of study in one of our three institutes in order to graduate. As a graduation requirement, Midwood High School requires that every student get service credit, which our ELLs get by serving as Peer Tutoring monitors, office monitors, athletic players, teacher assistants, and performers in school plays and musicals.

10. Instructional materials for newcomers, SIFE, and Special Education students include grammar textbooks, reading anthologies, a differentiated independent reading library, and beginner level language software (Tell Me More). The students receiving services for 4 to 6 years, SIFE, and Special Education students are provided with social studies texts designed for ELLs with content in both Global and United States History, adaptations of classic works of literature, and grammar textbooks. Long Term ELLs, SIFE, and Special Education students are also provided with grammar textbooks and authentic reading materials, including full length plays and novels. Students at all levels and subgroups are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including both Global History and U.S. History texts in Social Studies and Native Language Arts textbooks and works of literature to maintain skills in the native language, and develop academic course content knowledge. General supplies such as paper, and print cartridges for the ESL Center are available to all students. English, Global Studies, and Living Environment tutoring is available using web-based DBQ and Biology learning sites in their instruction. Students may access these sites in the ESL Lab which is equipped with multiple computers. A lending library of fiction and non-fiction books in all levels in English and the students' native languages is available in our ESL lab. 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 equitable access to much needed computers and print services. We have installed computer software designed to enhance our ELL students' speaking, listening, reading and writing skills (Tell Me More). ELL teachers, along with many content area teachers, utilize Smart Board technology in its multimedia capacity to enrich curriculum by activating prior knowledge and make more real world curriculum connections. Teachers use Power Point regularly to present material to students, as well as assigning projects to students which may utilize Power Point presentations. Students are thereby gaining useful practice in the real world use of technology in the furtherance of content and language acquisition.

11. Students in the Freestanding ESL Program are encouraged to use glossaries and bilingual dictionaries in all classes so that students can continue to acquire vocabulary in the native language while learning new words in English. We encourage students to process new information in their native language through small group discussion or journal writing in order to facilitate the acquisition of content in English. Where possible, instructions and background information is provided to students by peers and teachers. In the bilingual program, instruction is provided in the native language. Students in this program 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. The same strategies used to develop Native Language Arts skills are used in ESL classes.

12. Required services support and resources are appropriate to the ELLs ages and grade levels. Students are being supported and prepared to meet the requirements for high school graduation through appropriate programming, coursework, and materials used in all classes. Students are provided with tutoring appropriate to meeting the goal of completing course requirements and successfully passing all required state examinations.

13. When newly enrolled ELLs have been identified prior to the start of the school year, parents and students are invited to visit the school to meet with a guidance counselor and discuss program choices. Students and parents are invited to participate in a tour of the school facilities, with a translator, where possible. Orientation for parents or guardians of newly enrolled ELLs, including distribution of materials and forms apprising them of ELL services, is held in the early fall.

14. ELLs are given the opportunity to take language electives in French, Spanish, and Latin when their program allows and it does not interfere with mandated ESL services or coursework required for graduation.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for all staff members is designed to bring their level of expertise with ELLs to an instructional peak. Teachers of ESL, Native Language Arts (Haitian) bilingual content area classes and other staff members, including guidance counselors, paraprofessionals, Assistant Principals, Special Education Teachers, Psychologists, Speech Therapist, and Occupational and Physical Therapists 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. During these workshops, teachers develop and revise existing curricula, and align them to New York State ESL and ELA performance standards. Teachers work to develop instructional strategies designed to facilitate implementation of the curricula in both ESL classes and in the content areas. Teachers also receive professional development to assist pupils in achieving NYSED ESL and ELA performance standards, and to assist students in preparation for the NYSESLAT Exam. 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.). All teachers, paraprofessionals, guidance counselors, secretaries and the 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. We conduct bi-annual professional development for all previously mentioned staff on Election Day, November 2, 2010 and Brooklyn Queens Day, June 9, 2011.

2. Teachers are provided with ongoing professional development to assist ELLs as they transition from middle school to high school via turnkey training, training provided by the ELL-ISS, and content area Assistant Principals. Professional development activities focus on development and implementation of ESL methodologies, assessments and tools, incorporation of NYSED ESL Standards and Performance Indicators into daily instruction, literacy building tools, differentiated instruction, scaffolding, and principles of learning.

3. To fulfill the minimum of 7.5 hours training required from all staff, teachers will attend Professional Development conducted by ESL trained teachers, professional organizations, district leaders, and community members. Teachers will also conduct inter-visitations. All staff will be required to sign an attendance sheet as proof of fulfilling those hours. We will purchase a professional development package: Teaching Strategies for English Language Learners (Secondary Level) to provide teachers with the appropriate level of training and support to meet this mandate.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

A. Assessment Breakdown

Parents, family members, and community groups are invited and encouraged to volunteer in school activities and to 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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										13	1	0	1	15
Intermediate(I)										31	20	8	8	67
Advanced (A)										20	18	12	2	52
Total	0	0	0	0	0	0	0	0	0	64	39	20	11	134

Coordinator, and other pertinent personnel. Teachers, parents, and school leaders will work to create an open door policy where parents

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	0	0	0
	I										16	4	4	2
	A										20	11	5	3
	P										25	24	11	6
READING/ WRITING	B										8	1	0	0
	I										15	11	7	8
	A										13	17	13	2
	P										9	2	0	0

or these reedbakc sessions, the need to revamp our old collegiate program (Zone, Non-Screened Program) became apparent. This led to the inception of our new LASL program. In order to follow up and reflect the parents needs and wishes, we had two LASL fairs in which

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

we will be conducting workshops strictly for our ELL parents on the topics of graduation requirements, Regents Exams, College Readiness, College Application Process, computer skills (including access to ARIS and online grading), and New York State Testing Modifications.

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	Part V: Assessment Analysis								
8									

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		11	
Math <u>A</u>	4		4	
Math <u>Algebra</u>	28		25	
Biology				
Chemistry	1		1	
Earth Science	23		6	
Living Environment	28		10	
Physics				
Global History and Geography	46		20	
US History and Government	28		21	
Foreign Language				
Other <u>Geometry</u>	10		3	
Other <u>Math B</u>	1		0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Teachers will assess early literacy skills using teacher made leveled assessments for both ESL and TBE students. These assessments are modeled after the reading section of the NYSESLAT exam and ascertain the language and syntax level of the student, and their readiness to move ahead on the Spring NYSESLAT. Information from these exams will provide insight into the student's ability in the areas of decoding, syntax, comprehension, and vocabulary usage. This will inform our instruction around reading activities and skill building throughout the year. ELL teachers of students whose literacy skills are not well developed will provide independent reading support throughout the year to further develop students' literacy skills. Books have been purchased to meet the needs of students at all levels. We are also developing an in-house assessment of individual student reading levels modeled after the TCRWP. In the Spring we will be administering a standardized acuity ESL Periodic assessment. While no quantitative data is available as of yet, our qualitative observations have led us to modify our instructional practices to include reading skills practice into those levels of both ESL and TBE where early literacy levels have been found to be low.

2. Students who enter our ESL program in the ninth grade quickly advance to the next level by the tenth grade, and by eleventh grade most of them have achieved either Advanced or Proficient on the NYSESLAT exam. Since our school's population of ELLs come from the area middle schools, and we received almost no over the counter students in the past five years, we do not have enough LABR data to support a trend analysis.

3. The results of the spring 2010 NYSESLAT revealed that our students progressed at a lower rate in the reading modality. As a result, the ELL teachers will target students' reading skills through a long term goal setting initiative, that will enhance and inform their teaching around reading. These goals will be assessed on an interim basis throughout the year, to monitor student growth and outcomes. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. Teachers at the beginner level of ESL are using a double block to provide independent reading with individual skills assessment and instruction. Teachers of intermediate students

Gilder Lehrman Exploration of American History, or Health Careers). Historically, our students have opted to take the test in English, even though they are also provided with the same test in their native language. We do not, therefore, have data to compare tests taken in English and those taken in the native language.

b. School leaders and teachers are using the results of periodic assessments to inform scheduling and programming for our ELLs, as well as to inform instructional practices throughout all their subjects.

c. Periodic assessments tell us that our ELLs struggle most with reading. This affects their performance in core subjects, especially Global Studies and Living Environment, both of which require advanced decoding and reading skills. The native language will be used in the upcoming year to support the students as they process new skills and information in their ESL classes.

5. N/A

6. We evaluate our programs for ELLs using graduation data, which includes, graduation rate, acquisition of advanced Regents and regular Regents diplomas, timely progress towards graduation, periodic assessment data, NYSESLAT modality progress, success on Regents exams, and overall student growth. We also evaluate individual performance taking into account students' social-emotional growth and well-being, in order to assess accurate placement and the need to adjust student placement when necessary.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		