



**MIDDLE COLLEGE HIGH SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL:** 24Q520  
**ADDRESS:** 31-10 THOMSON AVENUE, LONG ISLAND CITY,  
NY 11101  
**TELEPHONE:** (718)392-3330  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 520 SCHOOL NAME: Middle College High School

SCHOOL ADDRESS: 31-10 Thomson Avenue Long Island City, NY 11101

SCHOOL TELEPHONE: 718-392-3330 FAX: 718-392-3315

SCHOOL CONTACT PERSON: Linda Siegmund EMAIL ADDRESS: [Lsiegm@schools.nyc.gov](mailto:Lsiegm@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Socrates Ortiz

PRINCIPAL: Linda Siegmund

UFT CHAPTER LEADER: Ann Tryszinski

PARENTS' ASSOCIATION PRESIDENT: Julie Argent

STUDENT REPRESENTATIVE:  
*(Required for high schools)* Stephanie Perez

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 24 CHILDREN FIRST NETWORK (CFN): CFN106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Juan Mendez

## 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
Linda Siegmund	*Principal or Designee	
Ann Tryzinski	*UFT Chapter Chairperson or Designee	
Julie Argent	*PA/PTA President or Designated Co-President	
Joanne Principe	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Catherine Clifford	DC 37 Representative, if applicable	
Stephanie Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dora Baez	Member/Parent	
Socrates Ortiz	Member/Assistant Principal	
Michael Cooper	Member/Guidance Counselor	
Leidy Bernal	Member/Student	
Ayda Gonzolez	Member/Student	
Chant Blissett	Member/Teacher	
Rosa Estevez	Member/Parent	

(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.

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Middle College-Early College High School opened its door on the campus of LaGuardia Community College as an innovative small public secondary school in 1974. Middle College High School has served as a model for all of the Middle College High Schools (30) now opened throughout the country. Since 1993, Middle College High School has been a proud member of the Middle College National Consortium, subscribing to its design Principles, Beliefs and Best Practices. In 2002, Middle College-Early College High School became the first Early College funded school in the nation to redesign itself so as to offer all of its students the support, experiences and opportunities needed to earn a high school diploma and an Associate's Degree or two years of transferable college credits, at no cost, within five or fewer years of starting high school. Rising to this challenge, we continue to serve the academic needs of students who have experienced obstacles to academic success, aiming to help them to effectively negotiate situations that interfere with that success.

The current mission of the school is to serve students within a small personalized learning environment by motivating and empowering them to take the initiative for their own academic and personal development. Middle College High School offers concrete academic, social and vocational experiences that connect students to the worlds of college and work. The school seeks to increase students' knowledge, performance and self-esteem. Middle College High School serves the academic needs of students who have experienced obstacles to academic success and often would not have the exposure to college coursework or to the experience or opportunity to attend college. Middle College aims to enable adolescents to effectively negotiate situations that interfere with academic success and prepare students for post secondary education and the world of work.

We are a project based school and a member of NYC Performance Consortium. We have attended meetings and assisted in the formation of rubrics in the four major content areas: English, Math, Science and Social Studies. The rubrics for each content area along with interim assessments have been implemented for the first time this year. Approximately every six weeks we evaluate student work and develop a plan, academic and personal to assist students in their academic performance.

**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					
<b>School Name:</b>	Middle College High School				
<b>District:</b>	24	<b>DBN #:</b>	520	<b>School BEDS Code:</b>	342400011520

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	XX	XX	XX		91	90.1	91.8		
Kindergarten	XX	XX	XX						
Grade 1	XX	XX	XX	<b>Student Stability: % of Enrollment</b>					
Grade 2	XX	XX	XX	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	XX	XX	XX		96.5	96.5			
Grade 4	XX	XX	XX						
Grade 5	XX	XX	XX	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	XX	XX	XX	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	XX	XX	XX		58.9	54.9	78.9		
Grade 8	XX	XX	XX						
Grade 9	99	97	100						
Grade 10	120	129	115	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	127	101	114				0		
Grade 12	135	138	128						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	481	465	457		7	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	16	23	0	Principal Suspensions	26	39			
Number all others	20	22	0	Superintendent Suspensions	1	2	1		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	481	465	459
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	2	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	4	(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	37	37	37
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	1
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	100	100	100
American Indian or Alaska Native	0	0.2	0.2	Percent more than two years teaching in this school	59.5	45.5	100
Black or African American	10	8.1	13.8	Percent more than five years teaching anywhere	48.6	38.6	
Hispanic or Latino	71	73.8	64.3				
Asian or Native Hawaiian/Other Pacific Isl.	8	7.6	9.2	Percent Masters Degree or higher	88	77	
White	11	10.3	12.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	0	0	0				
<b>Male</b>	51.8	49.1	47.9				
<b>Female</b>	48.2	50.9	52.1				

### 2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input 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 type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<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**	
<b>All Students</b>				✓	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native				✓	✓	✓	
Black or African American				✓	✓	✓	
Hispanic or Latino				✓	✓	✓	
Asian or Native Hawaiian/Other Pacific Islander				✓	✓	✓	
White				✓	✓	✓	
Multiracial				✓	✓	✓	
<b>Other Groups</b>							
Students with Disabilities				✓	✓	✓	
Limited English Proficient				✓	✓	✓	
Economically Disadvantaged				✓	✓	✓	
<b>Student groups making AYP in each subject</b>				✓	✓	✓	

#### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	45.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	8.9	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	25.8	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	2.0	Quality Statement 5: Monitor and Revise	N/A
<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?
- 

While looking at 2009-2010 data from a number of sources such as ARIS, HSST, SASI, ATS, attendance, ELA and Math Regents scores, as well as student progress reports, it has been determined that there are students who fit patterns or trends in the areas of Math and English.

We noticed that many of our students come into high school already at a disadvantage in skill level which in the past might have contributed to students not passing Regents exams and not passing their courses. These students became the population known as Over-aged and Under-Credited.

The school based Child First Inquiry team, made up of teachers have identified students who are over aged, under-credited with low skill levels in the areas of Math and English. The skill deficiency identified is analysis and interpretation. As a school wide initiative, every teacher is now required to analyze and share data regarding this cohort. Teams (our established learning communities) meet together to discuss intervention strategies for these students.

1. Ongoing collection of quantitative and qualitative data on all target population students. This collection is discussed in across discipline grade team meetings.
2. Goal planning and communication with all instructional team teachers, for each student. Progress reports are given to all parents and students to monitor student progress in skill and content.
3. Professional development in data analysis to drive Instruction
4. Use of data to determine differentiated Instruction.
5. Afterschool/extended time tutoring.
6. Credit recovery for students who have failed a course due to incomplete final projects.
7. Parent, teacher team and student conferences (other than the two required by DOE) are held to discuss an action intervention plan. Student progress reports are handed out six times a semester to track student progress.

It is our hope that by pinpointing achievement trends in our whole school, we can increase our ability to formulate goals and create unit plans to differentiate instruction for all students. Data will continually be collected and analyzed.

The CEP goals developed are based on our most recent SQR. We will create a Professional Development teacher team which will focus on a structured PD for the entire year. This PD will be tied to our newly formulated School Wide goals. Curriculum Maps will be developed for all classes which review the pacing of content units: outlines strategies for Differentiated Instruction: and assists us in data driven decision making. In

addition we are participating in a Literacy Pilot which is associated with the new Common Core Standards in ELA. We believe this will improve literacy across curriculum and assist us in increasing our ELA Regents scores through innovative strategies and assessments.

### **Success**

Our great accomplishments have been in using data to make decisions. Using data as a decision making tool, we have seen that the initiatives we developed in the 2008-2009 school year has contributed to closing the achievement gap. For example, we instituted a silent sustain reading program in all classes which led to students reading more often. The program created a culture or norm for reading. Students began discussing the books they have read as well as sharing the books with one another. Based on this initiative we have seen an increase on the ELA regents score particularly on Task 3 and 4 where it asks to compare 2 or more texts under a particular lens.

We have also used data as a tool to implement a Math bridge program for students who needed reinforcement of basic skills in order to grasp higher levels of numeracy. A Saturday Math program was established to work with students in math who were at the intermediate level but would benefit from small group work in math to advance in Math. A Math lab allows students to use technology to solve mathematical problems. Using data such as periodic assessments and 8<sup>th</sup> grade math scores and have also implementation of a basic skills course in Math for 20 students who have been targeted by their teachers to have a lower level of comprehension and skill in basic math.

Based on these initiatives we have increased our overall pass rate in the Math Regents exam. Students are passing math courses and enrolling in College Math courses taught by the High School teachers and college faculty.

We have also restructured our English Language Arts department to incorporate two classes that focus on Task 3 and Task 4 of the ELA Regents Exam. The two classes are comparative literature and advanced comparative literature. These two classes focus on comparative, analysis and interpretation of works of literature. The entire school has implemented Silent Sustained Reading program in order to enhance students reading comprehension. Our success has been an increase of students passing courses in English, improving the ELA pass rates and levels as well as passing college courses in English.

### **Collaboration:**

#### **LaGuardia Community College**

We continue to develop and formulate the development of cohort classes that allow our students to take a Math 115(College Algebra) and Math 200 (Pre-Calculus) at LaGuardia Community College taught by high school teachers and college professors together. We have developed the following cohort classes to be taught by college professors from LaGuardia Community College: American Sign Language, Cooperative Education, and Sociology.

In the past few years we have continued to work with LaGuardia Community College to increase our students' enrollment in college classes to the extent that every Middle College student is now an Early College student with the ability to enroll in College classes

We continue to align expectations for College Courses with NYC Performance Consortium rubrics. We have expanded our collaboration with the College community by engaging in joint professional development. In our partnership with Quantum Leap, high school and college teachers attend 2 full days of Professional Development in the fall and the spring with additional monthly meetings for five hours. These meetings focus on curriculum development and project based learning. While the college courses are running each high school teacher also meet with their college teacher once a week for an hour to discuss modification of curriculum and student performance.

*NYC Performance Consortium-* Assistant Principal, of Curriculum and Instruction and subject area teachers attend monthly meetings to discuss and analyze student work, share best practices and review and modify assessment rubrics. These rubrics are used in all major subject areas for periodic assessments. Two major moderation studies are carried out each year to continue the process of evaluating and analyzing student work.

*Middle College National Consortium-* Middle College is a member of this organization and the Principal, and members of the faculty attend meetings throughout the year. This organization provides additional support and a peer group to handle many of the issues facing educators today. A network of educators who work at Middle Colleges throughout the nation has been established and through technology and inter-visitations we have the opportunity to expand our knowledge and understanding by sharing common experiences and issues.

*Liberty Partnership Program-* Housed at LaGuardia Community College. This is State Funded Early Dropout Prevention Program that has been in existence since 1989. Saturday classes are available in the Middle College High School area for high school students and our students have attended and our teachers have taught in this program since its inception

*World Savvy-* we currently have three teachers involved in this program, an art teacher and two 10<sup>th</sup> grade Social Studies teachers. For the 2010-2011 school year, this organization provides training on strategies which assist teachers to teach globally and uses contemporary art as a tool. They provide Professional Development, visit classrooms and we develop a school wide World Savvy Day which allows all students and staff to participate in the themed arts program. They also offer summer programs for students.

### **Curriculum Planning**

We have incorporated the Understanding by Design model to create curriculum maps and unit plans. This ongoing professional development has led to the entire school now using this model when planning curriculum. The focus of these plans is to provide a curriculum which focuses on what teachers want students to know, understand and do. Attention is paid to using Data to drive instruction. The use of differentiated instruction is a focus for instructional planning time

### **Barriers**

Some of the barriers to our school have been in expanding the knowledge of teachers in data analysis and incorporating that data in decision making to drive instruction. We are focusing our Professional Development meetings on data to drive instruction as well as strategies to use to differentiate instruction.

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV). 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.

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<b>Goal:</b>	<b>Professional Development Team</b>
<b>Measurable Objective</b>	<b>Develop a Professional Development Teacher Team which will create and present six Professional Development (PD) Workshops for our Faculty throughout the school year. By June, 2011, 80% of the staff will have attended the PD workshops. This represents 24 of 30 staff members.</b>
<b>Action Plan</b>	<b>School-wide Goals were developed at our last Professional Development in June 2010. One teacher from each core subject area volunteered to meet and create six Professional Development Workshops for the faculty throughout the 2010-schoolyear. The professional development workshops will be aligned with our newly established school wide goals and the need to increase the faculty’s knowledge of data driven decision making and data analysis. This will be in addition to the regularly scheduled Professional Development days and our internal Learning Communities already developed.</b>
<b>Evidence</b>	<b>Agendas, Minutes, Attendance, Application and implementation through formal teacher observations and snapshots.</b>

<b>Goal</b>	<b>Increase effective literacy strategies across content areas</b>
<b>Measurable Objective</b>	<b>An Instructional Team of teachers and one lead teacher will implement effective literacy strategies throughout core content areas. By June, 2011, 80% of the instructional teams will utilize literacy strategies throughout core content areas. This represents 24 of 30 teachers implementing the strategies.</b>
<b>Action Plan</b>	<b>This school and our CFN network were nominated to run a year-long project that will align the new Common Core Curriculum standards which emphasizes literacy and informational text. Teachers have been selected to attend training sessions, pilot activities, facilitate in-school work and team meetings.</b>
<b>Evidence</b>	<b>Teacher assignments, student work, moderation studies, interim assessments, course pass rates</b>

<b>Goal</b>	<b>Effective development of Curriculum Maps and Understanding by Design Unit Plans</b>
<b>Measurable Objective</b>	<b>95% of all teachers will develop Curriculum Maps and incorporate effective differentiated instruction into their UBD Unit Plans. This constitutes 28 of 30 teachers who will participate in developing Curriculum Maps and Unit Plans for every course they teach each semester.</b>
<b>Evidence</b>	<p><b>Development of Curriculum Maps and UBD Unit Plans, identifying special needs and strategies, incorporating Professional development discussions and shared strategies.</b></p> <p><b>Observations and snap shots of classroom instruction focusing on differentiated instructional strategies.</b></p> <p><b>Minutes from all Professional Development meetings and Scheduled school Meetings.</b></p> <p><b>Student work demonstrating the implementation of differentiated instruction.</b></p> <p><b>Identification of gains in high need groups through report cards. Attendance, mark analysis and regents scores.</b></p> <p><b>Identification of credit accumulation for all students across grade levels</b></p>

**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.

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Establish a Professional Development Teacher Team</b></p> <p><b>Develop a Professional Development Teacher Team which will create and present six Professional Development (PD) Workshops for our Faculty throughout the school year. By June, 2011, 80% of the staff will have attended the PD workshops. This represents 24 of 30 staff members.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Our last Professional Development meeting generated new school-wide goals and teacher volunteers from the major core subject areas to plan and coordinate six professional development workshops. The workshops will be aligned to our goals and place special emphasis on data driven decision making and data analysis. ARIS training will continue and will be an integral part of the workshops.</li> <li>• Follow up for application and implementation will be our planned formal observations, snapshots and conferences with faculty.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>These initiatives are funded through General Hold Harmless Funds, Title 1, Contract for Excellence, and NYSTL monies.</p> <p>Agendas, Minutes, Attendance, Application and implementation through formal teacher observations and snapshots. Formal observations and snapshots are ongoing throughout the school year. Agendas, minutes attendance will be reviewed monthly.</p>

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase effective literacy strategies across content area</b></p> <p>An Instructional Team of teachers and one lead teacher will implement effective literacy strategies throughout core content areas. By June, 2011, 80% of the instructional teams will utilize literacy strategies throughout core content areas. This represents 24 of 30 teachers implementing the strategies.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have received acceptance into the Literacy Assessment and Instructional Support Pilot. This pilot will explore the implications of Common Core standards in ELA and across content areas. A team of teachers have been selected to work with a cohort of students and will participate in this year long pilot program, implementing in our school pilot work and assessment. There is a designated school leader and the group of teachers will have professional learning times scheduled to cause the least disruption to our school time.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>Separate funds will be provided for this pilot however there will be the use of human resources to provide coverage for the participants in the program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Improved literacy across content areas in the form of wiring skills, reading comprehension, student voice and making connections. Improved ELA regents pass rates</p>

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Review and revise Curriculum Maps and Understanding by Design Unit Plans to ensure incorporation of Learning plans which delineate differentiated instruction strategies.</b></p> <p>95% of all teachers will develop Curriculum Maps and incorporate effective differentiated instruction into their UBD Unit Plans. This represents 28 of 30 teachers completing and utilizing Curriculum Maps and Unit Plans.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Curriculum Teams meet bimonthly to review Unit Plans and to revise and/or modify practice based on what students need to know, understand and do.</li> <li>• Department Meetings occur once a month to review and discuss scope and sequence.</li> <li>• Communication with all staff members regarding review of our school goals and our progress occurs once a month at Staff meetings.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>These programs are budgeted through General Hold Harmless Funds, Title 1 and Contract for Excellence monies</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Unit Plans and Curriculum Maps will identify special needs and strategies which incorporates the Professional development sessions and discussions, attendance at professional development outside the school and membership in professional organizations</li> <li>• Observations and snap shots of classroom instruction with pre- and post-conferences which focuses on classroom strategies.</li> <li>• Classroom environment which demonstrates the use of strategies which meet the different skill levels of students.</li> <li>• Identification of gains in high needs groups through report cards, attendance, mark analysis and regents scores.</li> <li>• Identification of credit accumulation for all students across grade levels.</li> </ul>

## **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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	20	60	30	25	107	0	2	3
10	15	33	0	0	45	0	0	0
11	13	6	0	0	33	0	0	0
12	8	4	0	0	21	0	0	1

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>The school uses block schedules for lower division grades 9 and 10 and a trimester system aligned with LaGuardia Community College’s schedule for upper division grades 11 and 12. All classes are seventy minutes long which increases contact time between teachers and students. In the 9<sup>th</sup> and 10 grades, students are given an additional course in research methods which focuses on analyzing and evaluating primary and secondary source documents, the use of citing sources and all basic research components. In addition this course continues to review basic reading and writing strategies. Students receive academic intervention services in English Language Arts, through an increase in scheduled academic classes. Special attention to the writers craft has been implemented as a source for struggling students who fall below grade level in ELA. Students are also mandated for extended time when low skill level is identified in the 9<sup>th</sup> and 10<sup>th</sup> graders. In grades 11 and 12, students are scheduled for a seminar class where they meet in a small group setting that focuses on skill development in all disciplines. The school uses an extended day after school program which involves tutorial services. Programs for skill development in ELA include Wilson Reading Program and each class has implemented Silent Sustain Reading. The school’s method for monitoring the progress of the program is through weekly Instructional Team meetings where teachers share strategies and provide updates of individual students work in academic classes and skill development. Teachers use periodic assessment data to monitor students content and skill growth over time. In addition, department meetings and curriculum teams review scope and sequence and evaluate progress based on Regents results and diagnostics. This year we were selected to participate in a Literacy pilot Program which focuses on Text complexity. Four teachers from the core content areas are receiving professional development to explore this aspect of literacy and how it can be implemented across disciplines.</p>
<b>Mathematics:</b>	<p>The school uses block schedules for lower division grades 9 and 10 and trimester system for upper division grades 11 and 12 which allows for increased contact time between teachers and students. Students receive academic intervention services in Mathematics through an Additional scheduling in math classes. In the 9<sup>th</sup> grade students who need AIS due to low performance in math are mandated to report to a basic skills course taught by teachers of all math levels. The course focuses on basic math skills such as addition, subtraction, multiplication, division, fractions, etc. In the 10<sup>th</sup> grade, students are scheduled for a math bridge class which focuses on students’ understandings and skills in operational functions. All students who failed the math regents are enrolled in this class which meets four days a week for 40 minute periods. This additional help was instituted to support student success when retaking the Math regents. In grades 11 and 12, in addition to the upper level math courses, students are scheduled for a seminar class where students meet in a small group setting that focuses on skill development in all disciplines. The school uses an extended day program after school which involves tutorial services.</p>

	<p>Program for skill development in Math include software that supports integrated algebra. The software includes Educosoft, Blackboard, Infinite Pre-Algebra and Infinite Algebra. The school's method for monitoring the progress of the program is through weekly Instructional Team meetings where teachers provide updates of individual students work in academic classes and skill development. In addition, department meetings and curriculum teams review scope and sequence and evaluate progress based on Regents results and diagnostics.</p>
<b>Science:</b>	<p>The school uses block schedules for lower division grades 9 and 10 and trimester system for upper division grades 11 and 12 which allows for increased contact time between teachers and students. In the 10 grade students are scheduled for a Science Methods class that focuses on the use of Scientific methods to increase analysis, critical thinking and interpretation in the discipline of Science. In the 11<sup>th</sup> and 12 grade, students are scheduled for a Seminar course where small group instruction focuses on skill and content development in all subjects. Students receive academic intervention services in Science through an increase in scheduled academic classes. The school uses an extended day program after school which involves tutorial services. The program used in Science includes hands on labs. The school's method for monitoring the progress of the program is through weekly meetings where teachers provide updates of individual students work in academic classes and skill development. Department and curriculum meetings are held to review and evaluate scope and sequence and student work.</p>
<b>Social Studies:</b>	<p>The school uses block schedules for lower division grades 9 and 10 and trimester structure for upper division grades 11 and 12 which allows for increased contact time between teachers and students. Students receive academic intervention services in Social Studies through an increase in scheduled academic classes. The 9<sup>th</sup> and 10<sup>th</sup> grade Global Studies curriculum is thematic based and aligned to New York State learning standards. In addition, 10<sup>th</sup> grade students are scheduled for a research methods course which supports the Global Studies curriculum and focuses on basic research skills including analysis of primary and secondary sources as well as basic research citations. The class also focuses on basic writing and reading skills as well as inductive and deductive reasoning. In the 11<sup>th</sup> and 12<sup>th</sup> grade, students are scheduled for a Seminar course where small group instruction focuses on skill and content in all academic classes. The school uses an extended day program after school which involves tutorial services. The programs used in Social Studies include Constitution Works, American Social History Project and Facing History. The school's method for monitoring the progress of the program is through weekly meetings where teachers provide updates of individual students work in academic classes and skill development. In addition, department and curriculum meetings review scope and sequence in relationship to overall student performance and work. Department meetings and curriculum teams meet to review scope and sequence of content and review and evaluate student work.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Each student has an Advisor who is the bridge between home and school. Time is provided for monitoring the progress of every student. All guidance counselors are members of the Instructional Teams and engage in the discussion of at-risk students' progress with their team teachers. The work of the guidance counselor includes outreach to parents, academic guidance, providing daily announcements regarding activities, updating school progress reports, referrals to the school Social Worker and/or outside agencies, arranging class trips/speakers, establishing guidelines for appropriate school behavior and mentoring students for their</p>

	graduation project based portfolio oral presentation. Students deemed at risk are assigned to a developmental group where students meet with a guidance counselor on a daily basis to discuss academic and emotional barriers
<b>At-risk Services Provided by the School Psychologist:</b>	Provided by guidance counselors and Social Worker.
<b>At-risk Services Provided by the Social Worker:</b>	Students are provided one on one counseling as well as referrals to outside support services. Students and parents/guardians meet together with social worker to discuss interventions and support services available to all members. Social Worker and teachers communicate together to provide academic progress to student as well as parent/guardians.
<b>At-risk Health-related Services:</b>	Provided by the guidance department in conjunction with the nurse.

**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.

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**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: 6 LEP                      0 Non-LEP

Number of Teachers 1                      Other Staff (Specify) General Education/ CTT

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**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.

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

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**Section III. Title III Budget**

**School: Middle College High School @ LaGuardia Community College      BEDS Code: 34240011520**

<b>Allocation Amount:</b> Middle College does not receive Title III monies		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		

TOTAL	N/A	
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**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

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

**Upon admission to the program, parents are provided a home language survey. Communication needs are noted on student’s records. The Parent Coordinator reaches out to parents in both written as well as oral communication to ensure that parents are provided information in their native language. When the native language is other than Spanish or English, assistance is provided through LaGuardia Community College and International High School.**

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.

**All communication both written and oral is in English and Spanish. When interpretation is needed in languages other than English and Spanish, translation services are provided by LaGuardia Community College and International High School. The school will coordinate and integrate parental involvement by providing workshops, ongoing discussion through Parent Coordinator, PTA and School Leadership Team.**

**Part B: Strategies and Activities**

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

**Written translation services are provided by Socrates Ortiz, Assistant Principal, Parent Coordinator, in-house faculty and by LaGuardia Community College translation services as well as International High School staff with who we share a campus. The school**

**provides material and training to help parents work with their children’s academic needs. We are currently able to provide translation services in Spanish, Cantonese, Mandarin, Polish, Russian, French and Romanian.**

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 translation services are provided by Socrates Ortiz, Assistant Principal, Parent Coordinator, other in house faculty and by LaGuardia Community College translation services as well as International High School staff.**

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>.

**All written and oral communication pertaining to student’s academic, emotional progress as well as permission/consent slips, disciplinary matter and health services are translated in parent’s native language. Language translation services are provided in house from teachers, Parent Coordinator, Assistant Principal and through LaGuardia Community College and International High School. The school maintains records of all primary languages through the Home Language Survey, which is given to parents upon enrollment at the school.**

## 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:	\$256,489	\$15,030	\$271,519
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2564.89	\$150.30	2715.19
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,824.45	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,648.90	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
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.

- A. **Middle College High School will take the following actions to involve parents on the joint development of its school parental involvement plan under section 112 of ESEA: Parents will be called regularly from teachers, house teachers, guidance and parent coordinator regarding upcoming events and their children's school progress, all of which is documented on SASI. Parents will be encouraged to join the PTA, and invited to scheduled meetings, and to attend School Leadership Team meetings.**
- B. **Middle College High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents will continue to be part of the School Leadership Team where all schools issues are examined and discusses.**
- C. **Middle College High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student's academic achievement and school performance:  
-Parents are invited to workshops that review basic technology. Parents are also introduced to three different computer and technology based classrooms, in addition to Computer and Technology staff during Open House visits and Orientation. Parents are invited to attend workshops on Communication and Anger Management facilitated by the guidance department.**
- D. **Middle College High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Sunnyside Community Services, Long Island Consultation Center, Upward Bound, Queens Center for Child Guidance, LaGuardia Community College, Liberty Partnership Program.**
- E. **Middle College High School will take the following actions to conduct, with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement policies. The Department of Education's survey (The Parent Coordinator Satisfaction form) is used as a basis for parent assessment.**
- F. **Middle College will build the schools' and parent's involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve students academic achievement, through the following activities specifically described below:**
  - i. **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph: The State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.**
  - ii. **The school will provide materials and training to help parents to work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
Providing workshops for parents that touch upon what their children's academic years will demand of them, including**

elaborate descriptions of classes, portfolio, the oral defense projects, technology, and Early College. Regular communication workshops will be also offered from the guidance department.

- iii. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to , communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by,; Parents are invited to a New Parents Orientation, as well a Welcome Back meeting for all parents, and an Early College Orientation. There will be an ongoing discussion with the parent coordinator, the PTA, and the School Leadership Team, all avenues in which parent representatives are present.
- iv. The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. Guidance Counselors and Teachers will link up with appropriate CBOs on an as needed basis.
- v. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parent can understand: All letters sent home are in Spanish and English. All parents have the phone numbers of their child's House Teacher, guidance counselor, as well as the parent coordinator to answer any questions they may have regarding the material.

***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.

Middle College High School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is effective during the school year 2009-2010.

**Title 1 School-Parent Compact**  
**SCHOOL- PARENT COMPACT**  
**MIDDLE COLLEGE HIGH SCHOOL**

*The school and parents working cooperatively to provide for the successful education of the children agree:*

*The School Agrees*

*To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.*

*To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.*

*To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.*

*To provide parents with timely information about all programs.*

*To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.*

*To provide high quality curriculum and instruction.*

*To deal with communication issues between teachers and parents through:*

- 1. Parent-teacher conferences at least annually*
- 2. Frequent reports to parents on their children's progress*
- 3. Reasonable access to staff*
- 4. Opportunities to volunteer and participate in their child's class*
- 5. Observation of classroom activities*

*To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.*

*Middle College High School*  
*Linda Siegmund*  
*Principal*

## 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.

**The school looks at periodic assessments, regents exam scores, course pass rates, attendance rate, credit accumulation, progress sheets as well as provides extended time to students after school, mentoring program after school, 70 minute classes, Summer Institute, School Quality Review, Zone Report Card, HSST, ARIS , Early College data and offers a Credit Recovery program.**

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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**A clear focus on the quality of instruction in order to ensure readiness for higher education and to foster a meaningful and sound educational experience will be an expectation. We will continue to develop instructional leadership teams with a focus on quality instruction consistent with teaching and improving student learning. In order to identify students who are underperforming, each Instructional team in both the lower and upper division will create a target population of five to seven students who are over aged and under credited. In order to increase number of students in after school tutoring and Summer Institute programs, students will be given intervention programs and support services. In order to increase our Early College enrollment, collaboration with Early College professors and curriculum that fosters higher order thinking will be introduced. One on one mentoring for Gateway and Oral Defense presentations, as well as regent's prep will be offered.**

3. Instruction by highly qualified staff.

**Union supported School Based Option School. All classes at Middle College are taught by NYS and NYC licensed teachers.**

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.

**Professional development is provided by the Administrative staff and guest speakers. Scheduled sessions through the Department of Education and collaborative organizations which focuses on Understanding by Design, Differentiated Instruction, and data driven decision making. In house professional development provided weekly at full faculty/instructional team and curriculum meetings which includes examining student work, lesson planning, goal setting, cooperative learning activities, sharing best practice and support and mentoring services for new teachers.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Middle College High School has the ability to attract highly qualified teachers by networking and collaborating with colleges and universities within NYC and across the country. We are a part of and member of the Middle College National Consortium, New Visions for New Schools, and NY State Performance Standards Consortium. Located on the campus of LaGuardia Community College, enables us to collaborate with CUNY and SUNY education programs.**

6. Strategies to increase parental involvement through means such as family literacy services.

**Parents will receive calls regularly from subject teachers, house teachers, guidance, and parent coordinator regarding upcoming events and children's progress. All communication is documented on SASI data base. Parents are encouraged to join PTA and invited to School Leadership meetings. Parents are invited to workshops that review basic technology, anger management, and communication and open house events. Sunnyside Community Center, Long Island Consultation Center, Upward Bound, Queens Center for Child Guidance, LaGuardia Community College, and Liberty Partnership Program are partners with Middle College in order to increase parent participation.**

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.

**Does not apply to our school**

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.

**As a member of the NYC performance Consortium periodic assessment rubrics and data collection will be done by teachers who will make academic decisions for pupil. Teachers meet weekly in instructional teams to discuss student’s academic process. Each faculty member is responsible for overseeing the complete needs of 15-20 students. Academic problems are identified and interventions are developed in cooperation with parents and instructional team members.**

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.

**Extended time after school will provide academic assistance to struggling students. The use of periodic assessment as well as classroom formative and summative assessments will provide teachers with data to drive instructional decisions. A target population of students who are underperforming will be monitored and intervention strategies implemented. Parents will be given strategies to assist their child at home in order to increase academic development. Alternative forms of assessment will be developed for students who need academic intervention services.**

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.

**Academic and affective supports to all students are provided. Through conflict mediation programs, student leadership programs, cooperative education programs all aspects of student’s developmental needs are met. Students meet weekly in House where many of these topics are introduced and discussed**

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**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  
**TEMPLATE - MAY 2010**

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> 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	✓			256,489	✓	13-18
Title I, Part A (ARRA)	Federal	✓			15,030	✓	13-18
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			73,593	✓	13-18
Tax Levy	Local	✓			1,818,828	✓	13-18

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

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

1. Use program resources to help participating children meet the State standards.  
See page
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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:** School in Good Standing      **SURR<sup>3</sup> 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.

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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:** Does Not Apply to Our School

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

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

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

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

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

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**Part A: FOR TITLE I SCHOOLS**

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

**Currently no students enrolled in our school are in need of Temporary Housing.**

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

**Not Applicable**

**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).

**Not Applicable**

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

**Not Applicable**

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.

**Not Applicable**

**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**

<b>School Name:</b>	Middle College High School at LaGuardia Community					
<b>District:</b>	24	<b>DBN:</b>	24Q520	<b>School</b>	342400011520	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		90.1	92.1	91.8
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	199	100	107				
Grade 10	205	115	107				
Grade 11	91	114	113				
Grade 12	126	128	146				
Ungraded	0	0	0				
<b>Total</b>	<b>621</b>	<b>457</b>	<b>473</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.1	96.3	95.3

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	58.9	74.9	74.9

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	0	0

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	87	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	0	0	0	Principal Suspensions	52	6	6
# in Collaborative Team Teaching (CTT) Classes	30	34	33	Superintendent Suspensions	13	3	1
Number all others	21	22	21				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	5	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	0	0	TBD	Number of Teachers	37	44	29
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	8
# receiving ESL services only	166	2	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	2	4	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
	1	11	30	% fully licensed & permanently assigned to this school	97.3	100.0	100.0
				% more than 2 years teaching in this school	59.5	45.5	89.7
				% more than 5 years teaching anywhere	48.6	38.6	75.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	77.0	82.8
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	8.1	13.8	11.8				
Hispanic or Latino	73.8	64.3	67.7				
Asian or Native Hawaiian/Other Pacific	7.6	9.2	9.1				
White	10.3	12.3	11.4				
<b>Male</b>	49.1	47.9	49.7				
<b>Female</b>	50.9	52.1	50.3				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		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:	
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**	
<b>All Students</b>				v		v	59
<b>Ethnicity</b>							

American Indian or Alaska Native				-		-
Black or African American				-		-
Hispanic or Latino				v		
Asian or Native Hawaiian/Other Pacific Islander				-		-
White				-		-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				v		
<b>Student groups making</b>				<b>3</b>		<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	65.2	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	10.1	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	18	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	34.1	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	3	Quality Statement 5: Monitor and Revise				

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN1</b>	District <b>24</b>	School Number <b>520</b>	School Name <b>Middle College</b>
Principal <b>Linda Siegmund</b>		Assistant Principal <b>Kim A. Marsh-Tramontozzi</b>	
Coach		Coach	
Teacher/Subject Area <b>Chant Blissett-English</b>		Guidance Counselor <b>Lauren Ravera</b>	
Teacher/Subject Area <b>Linda Amniwah</b>		Parent <b>Julie Argent</b>	
Teacher/Subject Area <b>Romia Reid</b>		Parent Coordinator <b>Zoraida Cordona</b>	
Related Service Provider <b>Lisa Rosenberg</b>		Other <b>Tina Raptis</b>	
Network Leader <b>Cyndi Kerr</b>		Other	

### 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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	10

### C. School Demographics

Total Number of Students in School	465	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.86%
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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.

All students admitted to Middle College High School at LaGuardia from a junior high fall below the grade level in the 8th grade achievement scores in Math and/or English. New admits are from out of the state or, most frequently, from parochial/ private school. The new admits fill out the Home Language Identification Survey HLIS (in their native language if available), and then take the LAB-R within ten days of admission.

The people responsible for the screening instruments are:

For the administration of the HLIS: Lauren Rivera, licensed Bilingual Guidance Counselor and Linda Amniwah licensed ESL teacher.

Overseeing the process is Kim Marsh, Assistant Principal of Instruction and Supervision.

For the administration of the formal initial assessment in literacy, math, English (LAB-R): Linda Amniwah, licensed ESL and Special Education teacher, Chant Blissett certified English teacher and Kim A. Marsh, Assistant Principal.

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As Program Selection forms are submitted, copies are made and filed in students' permanent record folders. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned.

The forms are collected at the initial in-take session with the guidance counselor. If all Program Selection forms have not be submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Our school attempts to hire personnel – professional, Para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages. We also collaborate with International High School at Laguardia Community College for translation services, if additional need is warranted.

After reviewing the Parent Survey and Program Selection forms, Middle College High School has a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL.

The program models are aligned with parent requests. We clearly explain to the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5

Check all that apply

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1		1	1	3
<b>Push-In</b>										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	0	1	1	4

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	4	<b>Newcomers (ELLs receiving service 0-3 years)</b>	1	<b>Special Education</b>	2
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	1	<b>Long-Term (completed 6 years)</b>	2

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	1	0	1	1	0	0	2	0	1	4
<b>Total</b>	1	0	1	1	0	0	2	0	1	4

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

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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										1			3	4
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>								

## 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.

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students. In addition, students who receive ESL services are programmed to meet with a licensed ESL teacher per mandated minutes based on their English proficiency levels (for example, students who are intermediate level receive 360 minutes per week and advance students receive 180 minutes per week) There is also a push in model for students who receive related services such as interpretive language and collaborative team teaching.

Our school uses all of blocked schedule, ungraded as well as heterogeneous program models. Each group of students is block programmed

and those students travel together throughout the day. Within their blocks 9th and 10th grade students are heterogeneous groups. The 11th, 12th and 13th grade students are mixed proficiency levels and ungraded. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners, a minimum of 540 minutes of ESL per week, intermediate level receive 360 minutes of ESL per week, and advanced, 180 minutes of ESL and 180 minutes of English per week. Since our population of English Language students is less than 2% of our entire population, these students are programmed for an ESL class that meets during the week for the mandated minutes. In addition, 10th grade students and 12th grade students meet with a mentor, certified teacher once a week, who coaches students prepare exit projects based on the student portfolios. These exit projects are presented to a panel of teacher as a formative assessment

All students take math, science, social studies, and English every year. We recognize the need to help our ELL students to increase their vocabulary, as well as reinforcing their conceptual skills and higher order thinking skills on a continuous basis. In addition, we need to help our ELL students to continue practicing their speaking skills. We have integrated Silent Sustained Reading program in all of our classes.

At MCHS our ESL program is taught and reinforced in all classes. Each class is 70 minutes long. Our ELL students receive 360 minutes per week of instruction. This amount of instruction may increase due to teacher recommendation for additional extended time or Saturday instruction.

MCHS Goals for all students include the following which are very important for our ELL students:

Proficiency in English, that requires the student to understand, speak, read and write English fluently to realize their full potential within an English speaking society.

Language skills are most effectively learned in context and embedded within a content area.

The most successful educational program are those which emphasize high expectations coupled with effective support systems.

The carefully planned use of multiple learning contexts, in addition to the classroom activities (e.g. learning centers, career internship sites, field trips) Facilitate language acquisition and content mastery.

Career education is a significant motivational factor for adolescents to learn/improve English.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences." This layer curriculum is designed by teachers in curriculum teams as well as department teams. The focus of curriculum has been in designing curriculum maps and Understanding by Design Unit plans that focus on meeting the needs of diverse learners.
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels as well as books on tape. We have also created a silent sustained reading program where for a minimum of 15 minutes a day, students can read any material they choose. The idea is to create a level of interest in reading with out it being teacher lead.
- Collaborative Group Work in Class as well as Portfolio Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference.

Plan for Newcomers:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the Lab R exam which assesses the students English language abilities. For students transferring in from NYC schools test results are reviewed Students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs.

The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to bet meet the needs of each particular student.

**Plan for Long Term ELLs:**

There is one student who has received services between 4 and 6 years. There are two student who are long term ELL's. One of the students also receive special education services and the other receives hearing impaired services.

For the two students who are long term ELL's, the SETS teacher works with general education teachers on strategies to improve understanding in all content areas and focuses on. The plan for long term ELL's consists of ongoing support and mentoring. Long term ELL's continue with a full program. They continue to have the same support structures in place for the entire student population. Struggling long term ELL's are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-to-one mentoring; small group instruction, after school homework help, as well as, a variety of other activities.

Whenever possible long term ELL's are encouraged to begin taking college classes at LaGuardia Community College to encourage them to begin the transition towards college life. Students are registered for college level course work that is specific to the needs of ESL students.

The long term plan is for these students to graduate High School as well as earn a post secondary degree. The interventions for ELL as a sub group in the core content specific areas includes increasing extended time services to focus on content and skill development, analysis of data, this includes students work, formative and summative assessments, Saturday credit recovery program which is skill specific as well as silent sustain reading and writing program in all classes.

**Plan for ELL students identified as having special needs:**

Two of our four ELL students have Individualized Education Plans (IEP's) and receive full support from the instructional teams to which they belong. One of these four students also receive hearing support and interpretive services. They are included in mainstream classes and receive additional services in language and counseling. All students with IEP's receive additional academic assistance in accordance with the particular needs of their individualized IEP's. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Transition Plan for students reaching proficiency:

As students reach proficiency and test out through the NYSESLAT or Regents ELA examinations they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher level project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed.

### Instructional Materials used:

Each team selects the instructional material they feel will work best for the needs of their individual students. Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students.

Teacher teams select the instructional material they feel will work best for the needs of their individual students. Teachers have access to a huge array of novels, textbooks, non-fiction, books on tape, reading level readiness as well as native language books. Teachers are encouraged to attend ESL conferences. Teachers utilize computer software, maps, the internet as well as various other forms of technology. All teachers have access to class sets of laptop computers with internet access, as well as, three fully equipped computer labs. Many teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs.

MCHS is on the campus of LaGuardia Community College enables our students the opportunity to utilize the full services of the LaGuardia College Library and staff and also makes available through interlibrary loan, the entire CUNY system.

One new program we are considering for the 2010-2011 school year is to intergrate more technology into our instructional program. We currently received a grant to open a Mac lab. This Mac lab allows us to use software that will allow students to express their learning using visual and physical performances such as video production-imovie.

All students including ELL's have equal access to all programs at Middle College. These programs include

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Leadership groups
- Drama Club
- Project Adventure
- Guitar Club
- The Movement Group
- All Sports Programs
- Teen Developmental Group

In addition, since we are an Early College program all of our students are entitled to take free college level classes at LaGuardia Community College. As part of our Early College Program all of our students ELL and non-ELL have the option to stay for a 5th year and earn up to 60 College credits with an opportunity to complete an Associate's Degree from LaGuardia Community College.

All students have the opportunity to receive college credits by taking a college language exam in their native language. Based on the proficiency on these exams, students can place in higher level language college classes. As a result, students will earn all credits from lower level classes.

We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

Prior to the school year new ELL students are assigned to attend an introductory 1 day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities. New students are assigned to heterogeneous teams (or clusters).

The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. Middle College High School at LaGuardia awards six high school credits in the students native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.

In addition, our students are all part of the Early College Program at LaGuardia Community College and able to select from a broad range of foreign language electives from the college catalog including, Spanish, Bengali, Chinese, Polish, French, Italian, Korean and Japanese among many other languages. Our students are encouraged to register for native language elective college classes taught by a college professor which upon completion will earn the students from 3 to 9 college foreign language credits from LaGuardia Community College.

### 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)?

Paste response to questions 1-5 here

### 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.

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into six learning communities each comprised of five teachers and seventy-five students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum together, discuss classroom management, visit each other's classrooms, provide peer evaluations, and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

Professional development for all staff at Middle College High School at LaGuardia is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.
- Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
- Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- DYO Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NY Performance Standards Consortium.)
- Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, is provided with a series of Professional opportunities to our staff members at International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELL's to meet and exceed the NYC and NYS performance and learning Standards.

### E. Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
  - Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- A. Assessment Breakdown**
- How does the school evaluate the needs of the parents?  
 Enter the number of ELL parents in each category and modify the needs of the parents?

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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Total	0	0	0	0	0	0	0	0	0	1	0	1	2	4

- The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
READING/ WRITING	A													
	B													
	I									1				
	A												1	2
	B													
	I													

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

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

# Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
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	3		3	
Math	4		3	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

**Students at different proficiency levels:**

An analysis of our LAB-R and NYSESLAT results for the school reveals several things:

- Most students classified as advanced are situated in the in the 12th grade.
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- There are three students who are advanced and one student who is intermediate.

Since our emphasis on summative assessment is to as students to prepare an oral presentation, this has contributed to the higher competency level in speaking. The data trends seem to suggest that students who have taken the NYSESLAT have scored mostly at the intermediate level in writing and reading. We have implemented Silent Sustained Reading and Writing program in most of our classes.

For ELL's more emphasis on writing and reading will be stressed in all classes. Various instructional strategies for ELL's will be encouraged in all classrooms. Additional support to move students from intermediate to advance and from advance to proficient will be stressed. We do not give tests in native language.

• Middle College High School at LaGuardia is currently using the New York Performance Standard's Consortium DYO with set benchmark to

- Interim periodic assessment results inform curriculum design and modifications and classroom instructional practices.
- Graduation portfolios as final assessment of literary essay and math projects indicates the benefit of DY0 with benchmarks.

An analysis of formative assessment scores and ELA Regents performance has shown a correlation. Our DY0 Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

No assessments are done in the Native Language.

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College class participation and course pass rate
- Portfolio passing rate
- ARIS

### 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		