



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDWOOD HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K405

PRINCIPAL: DAVID COHEN **EMAIL:** DCOHEN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David Cohen	*Principal or Designee	
Stuart Rothstein	*UFT Chapter Leader or Designee	
Daniel Georges	*PA President	
Cleopatra L. Duplessy	*PA President	
Fred Baer	Parent	
Geneva Bowser	Parent	
Gwendolyn Garrett Joly	Parent	
Painda Zaman	Parent	
LaShon Scott	Parent	
Marcia Kaufman	Teacher	
Felipe Kemp	Teacher	
Gloria Aklipi	Teacher	
Anthony Odita	Administrator	
John Lombardi	DC 37 Representative	
Jonothan Ho	Student Representative	
Syeda Rasool	Student Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Increase the school's College and Career Readiness index by 4.5% from 60.5 % to 65% for the 2012 cohort by June 2012.

Comprehensive needs assessment

- Based upon the newly created metric in the Progress Report, the school had a College Readiness Index of 60.5% for the 2011 cohort. While this result is 2.5% above the average of our peer schools and 39% above the city average, it highlighted a need for us to address those students who score between a 65-79 on the Integrated Algebra Regents and between 65-74 on the English Regents,
- After creating a report of the highest ELA and Math Regents results for each student in the 2012 cohort, we determined that approximately 20% of our students in the 2012 cohort fall into the above grade ranges and are currently deficient in meeting this standard. The data does not suggest any specific patterns other than most of these students being members of our LASI program.
- The SLT and the cabinet agree that we should target these students throughout the 2012 school year and have them retake the exam(s) in order to meet the standard.

Instructional strategies/activities

- The school has identified 277 students who scored between 65-79 on the Math Regents and 167 students who scored between 65-74 on the ELA Regents,
- Guidance counselors were provided comprehensive lists of students being targeted to retake the exam(s). Guidance counselors will meet with each student to explain why they are being asked to retake the exam, discuss overall study plans (see bullet below for study plans created with subject teachers) and resources such as peer tutoring, departmental tutoring and current classroom supports. In addition, guidance counselors will provide each student with a letter for their parents explaining the reason for retaking the exam(s) and various interventions and supports both provided and suggested by the school,
- The Assistant Principal of each department has received the list of students as well as their current course enrollment for Math or English. The AP's are working with the current teachers of these students to create study plans and differentiated materials to support their effective preparation for the January Regents exam as well as their current course needs. Teachers will use a sample Regents exam as a diagnostic to develop individual study plans for students,
- All students who continue to or newly fall into the above listed ranges for Math and ELA after the January Regents exams will be targeted in the Spring in a similar fashion and with similar interventions.

Strategies to increase parental involvement

- The school sent a letter home for each student impacted by the decision to have those falling into the above ranges for Math and ELA retake the exams this January. The letters explain the reason for retaking the exam as well as how the school will support the students and families in their preparation. In a further effort to increase parental involvement in regards to college readiness, the school hosts parent meetings at night to inform and support parents around college applications and financial aid. Finally, the school also partners with Edward R. Murrow HS to provide a fall and a spring college fair for students and parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Yearly averages show that over 95% of classes offered at Midwood HS are taught by Highly Qualified Teachers, as defined by NCLB. In order to ensure 100% HQT the school has revised its hiring practices to better ensure that new teachers meet or on a path to meet this standard. These new hires will often allow the school to place the 5% in the proper classes where they are highly qualified. The school also works with the 5% to seek opportunities for upgrading their credentials in order to meet the standard. In order to support teacher needs in these efforts, AP's will work closely with teachers to identify students retaking the exam(s), administer diagnostics and create individualized study plans for students. Teachers will use common planning time on Wednesdays to share student work, and plan student interventions and supports collaboratively.

Service and program coordination

- The school houses a peer-tutoring center open throughout the school day and available for all of the students scheduled to retake these exams,
- Partners with Edward R. Murrow High School to provide 2 college fairs per year,
- Collaborates closely with local colleges and universities to host information sessions for students and parents.

Budget and resources alignment

- Much of the supports and interventions will take place in the students' current Math and English classes and therefore will require limited budgetary support. These students will be invited to 1-2 Saturday review sessions in January and again in June whereby approximately \$900 of fair student funding per session will be used in total.
- The school's parent association funds much of the college fair. The school pays per session from fair student funding to the college counselors and support staff who work the event.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Improve Student Progress as it is outlined in the Progress Report by 10% or approximately 2.9 raw score points by June 2012. Transcript and Regents data from January, June and August will all count towards the October release of the next Progress Report. Hence the January, June and August grades represent the timelines for impacting this goal.

Comprehensive needs assessment

The need for this goal is based upon the following:

- Low score of 29.3 out of 60, which translated to a “C”, in the Student Progress section of the Progress Report,
- By analyzing credit accumulation and Regents data by program, gender and ethnicity, we determined that virtually all students whose progress negatively impacts individual metrics within this section are members of our local program, the Liberal Arts and Science Institute (LASI). More specifically, this analysis of the Regents passing percentages shows that females typically outperform our males by approximately 10%, and that our black male learners tend to be our most struggling sub-population,
- The metrics most in need of improvement are (in order of importance):
 - Global History Weighted Regents Pass Rate,
 - English Weighted Regents Pass Rate,
 - US History Weighted Regents Pass Rate,
 - Percent of Students in School’s Lowest Third Earning 10+ Credits in 2nd Year,
 - Percent of Students Earning 10+ Credits in 2nd Year.
- The SLT and the cabinet agree that we should target the 5 areas identified as most in need of improvement from this section of the Progress Report as a means of addressing this overall goal.

Instructional strategies/activities

- The school has disaggregated last school year’s Regents and credit accumulation data by program (Medical Science, Humanities, LASI), ethnicity and gender. This analysis provides opportunities for targeted goals and interventions such as:
 - Advancing our Big Brother Program to increase the number of black males in 9th and 10th grade gaining program supports including academic tutoring, social and emotional counseling, college and career counseling, and mentoring,
 - Using the Danielson Rubric as a framework to support and advance the concepts of student engagement, academic rigor, time on task and assessment in instruction, specifically when working with our LASI students. Teachers will use our structured common planning times to review student work, collaborate on interventions and teaching strategies aimed at addressing the needs of our lowest third,
- Assistant Principals will use departmental meetings to provide professional development pertaining to the areas of the Danielson Rubric addressing student engagement, academic rigor, time on task and assessment,
- Assistant Principals and Principal will visit classrooms via scheduled weekly walkthroughs and provide actionable feedback to teachers in regards to Danielson Rubric and the four areas of focus listed above,
- Guidance counselors will review all 6 report cards (3 per semester or roughly every 1-2 months) and identify 2nd Year students in danger of earning less than 10+ Credit this year. Counselors will meet with students and communicate with parents and teachers to identify interventions and create action plans for supporting student growth. Each subsequent report card will serve as an opportunity to assess individual student progress and adjust the action plan accordingly,

- The school provides academic tutoring everyday in our peer-tutoring lab as well as teacher tutoring within each department. Additional teacher tutoring will be made available by Midwood faculty after school during January and June in preparation for Regents exams and finals,
- The school has an extended day/credit recovery program which provides restricted opportunities for students to earn credit recovery in courses they previous failed for reasons other than poor attendance,
- The school provided every student with an organizational planner this year. Teachers and guidance counselors were trained in using the planner to support the advancement of student organizational skills. Teachers will prompt students to use their planners in class, guidance counselors will use the planners with students during 1:1 and group meetings, and parents are encouraged (via meetings and the school newsletter) to check their child's planner to support effective organizational skills.
- Using Wednesday common planning meetings to schedule meetings with student's parent, teachers and guidance counselor to address issues and create an intervention plan including opportunities for follow up.

Strategies to increase parental involvement

- After each marking period, guidance counselors will send letters to the parents of students who fail 3 or more classes and/or for students whose promotion is in doubt. Counselors will then work with students and parents to create learning goals and appropriate action plans.
- Teachers continue to be trained in advancing our usage of EnGrade, an on-line gradebook system to provide students and parents with real-time information regarding student progress within a course. During January and March the school will provide parent training sessions in using Engrade to increase parental involvement to support student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Yearly averages show that over 95% of classes offered at Midwood HS are taught by Highly Qualified Teachers, as defined by NCLB. In order to ensure 100% HQT the school has revised its hiring practices to better ensure that new teachers meet or on a path to meet this standard. These new hires will often allow the school to place the 5% in the proper classes where they are highly qualified. The school also works with the 5% to seek opportunities for upgrading their credentials in order to meet the standard. In order to support teacher needs in these efforts, AP's will work closely with teachers to identify students in our lower third who will be taking the above referenced Regents exams in January and/or June, administer diagnostics and create individualized study plans for students. Teachers will use common planning time on Wednesdays to share student work, and plan student interventions and supports collaboratively. AP's will use departmental meetings to provide professional development around the Danielson Rubric and the focal points highlighted above.

Service and program coordination

- The school houses a peer-tutoring center open throughout the school day and available for all of the students.
- The school has created a Big Brother Program to support our at-risk, 9th and 10th grade black male learners. The program meets twice a week, after-school and includes tutoring, counseling and mentoring.
- The school has an extended day/credit recovery program for eligible students.

Budget and resources alignment

- Much of the supports and interventions will take place in the students' current Math and English classes and therefore will require limited budgetary support.
- School will align some ARRA and fair student funding to for teacher per session to create after school tutoring opportunities for at-risk students between December and June(approximately \$3,000 in total).
- School aligns fair student funding to support the Big Brother program through per session to guidance counselors and teachers that meets two days per week.
- School aligns fair student funding to support the extended day/credit recovery program through per session to teachers and supervisors from September through June for two sessions per week.

- School utilized fiscal 2010-2011 tax levy funds to provide every student with an organizational planner this year.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Improve School Environment as it is outlined in the Progress Report by 15% or 1 full raw score point by June 2012. The surveys will be administered during the spring '12 so the timeframe to impact this goal is up to the administration of the surveys. Results of the surveys are typically available at the end of the summer.

Comprehensive needs assessment

The need for this goal is based upon the following:

- Low score of 6.4 out of 15, which translated to a "D", in the School Environment section of the Progress Report,
- The Learning Environment Survey results for students and parents which highlighted low scores in all four categories, but specifically in Communication and Safety & Respect,
- School conducted focus group meetings with a sampling of students to identify specific areas of concern based upon survey results and to create action plans aimed at improving the factors which lead to low survey results,
- Feedback provided by parents to the parent coordinator regarding communication between the school and the home and opportunities to better include parents in the educational process (feedback impacted decisions to purchase planners for all students and to create a monthly newsletter),
- The SLT and the cabinet agree that we should target all factors contributing to the low scores on the student and parent surveys, with a specific focus on Communication and Safety & Respect.

Instructional strategies/activities

- The school will initially create a monthly newsletter aimed at effectively and comprehensively providing parents, students, and faculty with information pertaining to opportunities for academic interventions, calendar of school events, school happenings including awards, celebrations and accomplishments, school interventions pertaining to safety, communication and academic support, and opportunities and recommendations for advancing and supporting student learning. The newsletter will evolve in the spring '12 into a bi-monthly communication,
- Faculty will review the Progress Report and Learning Environment Survey and strategize an action plan for meeting this goal,
- School purchased an additional phone messenger system to enhance our ability to send out recorded messages parents and students about class exams, projects, lab assignments, etc,
- School will provide parent workshops to address topics such as college applications and financial aid, using EnGrade and ARIS to support student learning, supporting the organizational skills of our students, supporting the whole adolescent with an emphasis on social emotional learning and holding students accountable for their learning,
- Professional development will be provided to teachers to support their usage of EnGrade as a tool for enhancing parental involvement and student accountability,
- Hosting a series of student focus groups to address issues raised in the student responses to the Learning Environment Survey. Providing instruction in regards to the survey, its language and its intent. Also, the school will take steps in addressing issues raised in past surveys. Using student leaders to effectively communicate the importance of the surveys and how school administration, faculty, and student leaders work collaboratively to address issues raised.
- The school has targeted some areas of concern regarding safety and respect including the locker rooms and bathrooms. The school reallocated human resources to address some issues of theft in past years. The school also made more bathrooms available to students throughout the school day, addressing one of their documented concerns.

Strategies to increase parental involvement

- Providing parents with a comprehensive monthly newsletter beginning in December '11. The newsletter will evolve into a bi-weekly newsletter during the spring '12. The surveys will be translated accordingly,
- Teachers continue to be trained in advancing our usage of EnGrade, an on-line gradebook system to provide students and parents with real-time information regarding student progress within a course. During January and March the school will provide parent training sessions in using Engrade to increase parental involvement to support student progress.,
- Hosting parent meetings and workshops to address topics such as college applications and financial aid, using EnGrade and ARIS to support student learning, supporting the organizational skills of our students, supporting the whole adolescent with an emphasis on social emotional learning and holding students accountable for their learning.
- The school is putting more emphasis on supporting the parents of ELLs. These parents are invited in for information meetings and workshops. In addition, the school is better utilizing the translation services to ensure that parents are gaining better access to school information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Yearly averages show that over 95% of classes offered at Midwood HS are taught by Highly Qualified Teachers, as defined by NCLB. In order to ensure 100% HQT the school has revised its hiring practices to better ensure that new teachers meet or on a path to meet this standard. These new hires will often allow the school to place the 5% in the proper classes where they are highly qualified. The school also works with the 5% to seek opportunities for upgrading their credentials in order to meet the standard. In order to support teacher needs in these efforts, the newsletter will provide all school community members, including faculty, with comprehensive and timely information about school events, opportunities and interventions. Teachers will be provided opportunities for training is using EnGrade to foster greater communication with parents and to advance student learning.

Service and program coordination

- Programs and services within the school that will support this goal include:
- Peer Mediation, Conflict Resolution and Social Emotional Learning,
- Counseling via school psychologist,
- Parent Coordinator's role and responsibility,
- Peer tutoring,
- Consultative council,
- Translational services

Budget and resources alignment

- Parent Coordinator will work closely with 2 teacher leaders to create and generate timely newsletters,
- School uses Title III funding sources to support translational services and workshops for parents of ELLs,
- School utilized professional period assignments to address issues of safety and security in targeted areas of the building,
- EnGrade is a free, on-line resource. The school is creating a partnership with EnGrade to receive the enhanced version of the program free of charge.
- The school is using some fair student funding to pay a school aide to oversee a set of bathrooms in the annex. This allows us to address a specific concern and provide more working bathrooms throughout the day.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	220	219	150	71	299	10	30	0
10	112	255	233	59	328	8	15	0
11	164	133	0	55	191	5	15	0
12	63	31	0	12	174	10	10	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	One-on-one tutoring provided daily, small group tutoring is available daily for General Education, Special Education and ELL students. Tutoring is also available all day, everyday in our peer tutoring lab. Saturday Program is in place for all ELL students. In addition, 9 th graders who scored level 1 or low level 2 on 8 th grade ELA exam are programmed for literacy version of English class. Students in this program are exposed to classroom lessons that focus on literacy skills for at-risk learners. Additionally, these classes are capped at 25 students to provide smaller class settings and greater teacher attention to each individual student.
Mathematics	One-on-one tutoring provided daily, small group tutoring is available daily for General Education, Special Education and ELL students. Tutoring is also available all day, everyday in our peer tutoring lab. Saturday Program is in place for all ELL students. In addition, 9 th graders who scored level 1 or low level 2 on 8 th grade Math exam are programmed for 3 term version of Algebra course. Students in this program are provided an intervention class, MMR1, in the semester leading up to them sitting for the Regents. The course is designed to hone their math skills and support at-risk students in their preparation for the Algebra Regents. Teachers are also using Gizmos technology to support advancement for at risk students in math.
Science	One-on-one tutoring provided daily, small group tutoring is available daily for General Education, Special Education and ELL students. Tutoring is also available all day, everyday in our peer tutoring lab. Saturday Program is in place for all ELL students. In addition, 9 th graders who scored level 1 or low level 2 on 8 th grade ELA exam are programmed for Sepup as their science course for the year. The curriculum targets the improvement of science literacy for the students in the program with the goal of better preparing these at risk students for Regents science courses during 10 th grade and up. Teachers are also using Gizmos technology to support advancement for at risk students in science.
Social Studies	The social studies department provides intervention for students who are at-risk in this subject area through Circular Six tutoring offered four periods per day. In addition, tutoring is offered everyday to all students in preparation for the Global History and Geography Regents and U.S. History and Government Regents. Tutoring is also available all day in our peer tutoring lab. For ESL, students use special textbooks designed to aid them in learning social studies. Tutoring is offered daily to ESL students, in our ESL support lab, specifically in preparation for the Regents examinations. Other arrangements for tutoring are made when necessary to accommodate student schedules. Additionally, students who have passed Global History but have failed the Global History Regents are being offered individualized help through the use of a diagnostic examination and targeted tutoring.
At-risk Services provided by the Guidance Counselor	Guidance Counselors have targeted students in the lower third, holdover students, and students with poor attendance. Counselors meet with small groups of students and individual students and parents. Counselors have been assisting over-aged, under-credited students with alternative placements, such as: alternative, transfer, GED and YABC programs to increase the chances of academic success and

	completion of graduation requirements. At risk students are given instruction in organizational skills, time management and study skills. Counselors have developed a big brother program to proactively help the at risk black male students.
At-risk Services provided by the School Psychologist	Provides full academic and psychological testing to students in need of triennial evaluations and requested reviews by parents and for staff members. Counsels students on an as-needed basis and serves as a consultant on social emotional issues for staff, parents and administration.
At-risk Services provided by the Social Worker	Provides intervention services and serves as a gatekeeper to initial case evaluations. Helps to connect parents with internal, as well as community based academic and social supports. Works closely with our psychologist as a member of our IEP team.
At-risk Health-related Services	A one-to-one health paraprofessional insures monitoring and immediate responsiveness to the needs of one student with severe asthma. She works closely with the school nurse and family to insure her safety and continuity of instruction simultaneously.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Not Applicable

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Groll, Christopher/ Bill Bonne	District 22	Borough Brooklyn	School Number 405
School Name Midwood High School			

B. Language Allocation Policy Team Composition [i](#)

Principal David Cohen	Assistant Principal M. Teresa Fernandez
Coach n/a	Coach n/a
ESL Teacher Veronica Coleman, ESL Teacher	Guidance Counselor Kendra Lane
Teacher/Subject Area Joey Pavone, ESL Teacher	Parent Daniel Georges
Teacher/Subject Area Marie Volcy, Bilingual Teacher	Parent Coordinator Carol Ardito
Related Service Provider Maria M. Rizzi, A.P. SpEd	Other n/a
Network Leader William Bonner	Other n/a

C. Teacher Qualifications [i](#)

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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	18
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3899	Total Number of ELLs	146	ELLs as share of total student population (%)	3.74%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. In order to identify our English Language Learners (ELLs), the Home Language Identification Survey (HLIS) is administered by ESL pedagogues or the Assistant Principal of Foreign Languages/ESL during enrollment at which time an informal interview in English and the native language is given. This survey lets the school know what language the student uses at home. If the HLIS indicates that the pupil uses a language other than English, our ESL teachers, Joey Pavone or Veronica Coleman, administer the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment to determine the student's English proficiency. Performance on this test determines the student's entitlement to English language development support services. Those students who score below proficiency on the LAB-R become entitled to state-mandated services for ELLs. To determine language dominance, a Spanish speaking student found to be entitled to the ESL instructional program is also administered the Spanish LAB by one of our teachers within ten days. If parents do not choose an ELL program, the default program is bilingual education. Each spring all 9-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following academic year, along with the appropriate placement level.

2. Per section 154, we hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, parents have the opportunity to receive materials about all three ELL programs in their home language, to view the Parent Orientation Video in the appropriate language, and to ask questions about ELL services with assistance from a translator, whenever necessary. The A.P. of Foreign Language/ESL and ESL teachers conduct all orientations for parents of newly enrolled ELL/LEP students on an ongoing basis as new students are enrolled and within ten days of their enrollment. The Assistant Principal of Foreign Language, Teresa Fernandez, conducts the parent orientations, supported by ESL teachers, Joey Pavone and Veronica Coleman to fully explain the three program choices. Faculty members who speak the parents' native language(s) provide oral interpretation and translation.

3. During the orientation for newly enrolled ELLs, entitlement letters and letters apprising parents of program choice are distributed in English and, where available, the native languages. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. If parents do not choose an ELL program, the default program is bilingual education. We mail a Parent Survey and an entitlement letter home informing parents of their child's instructional placement and program types as per CR 154. In collaboration with the parent coordinator, we make phone calls home to ensure the receipt of the entitlement letter so that parents are aware of eligibility. In rare instances, we visit the home to make sure that the forms are completed. The Parent Coordinator also collects and forwards the Parent Survey and Program Selection form and forwards them to the Pupil Personnel Secretary for filing in the pupil's permanent record folder. A copy of this form is then forwarded to the LAB coordinator's office.

4. After reviewing the Parent Survey and Program Selection forms, based on the parent choice selection, we place the student in the appropriate program: Transitional Bilingual Program, Free Standing ESL, or Dual Language. If a parent selects a Transitional/Bilingual

or Dual Language program that cannot be accommodated because of a lack of numbers, parents are directed to schools which can accommodate their program option and informed that should enough parents request the same program, we would create the program in our school. If the parent does not wish to transfer schools, the student is placed in the appropriate program available in our school. Record of the parent choice is kept on file in the LAB coordinator's office. In the event that enough parents of the same language choose a Transitional/Bilingual or Dual Language program we would create the requested program. Faculty members who speak the parents' native language(s) assist with oral interpretation and translation during this process. One designated guidance counselor is assigned to ELLs. The guidance counselor meets with content area Assistant Principals in order to discuss programming and placement of ELLs.

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

6. The program models offered at our school are aligned to parent requests. If a parent selects a Transitional/Bilingual or Dual Language program that cannot be accommodated because of a lack of numbers, parents are directed to schools which can accommodate their program option and informed that should enough parents request the same program, we would create the program in our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										1				1
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	5	4	3	17
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	5	4	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	26
SIFE	25	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	34

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8	0	0	4	0	0	2	0	0	14
Dual Language										0
ESL	67	11	6	33	14	4	32	0	14	13
Total	75	11	6	37	14	4	34	0	14	26

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										14				14
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	14	0	0	0	14								

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	
	EL	EP	EL	EP																
Spanish																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										10	11	3	3	27
Chinese										2	1			3
Russian										7	5			12
Bengali											1	1	1	3
Urdu										16	9	4	3	32
Arabic										2	1			3
Haitian										3	12	7	1	23
French										1	4	1	1	7
Korean														0

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
Punjabi												1		1
Polish														0
Albanian														0
Other										5	7	2	7	21
TOTAL	0	46	51	19	16	132								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered in self-contained ESL and Bilingual classes. Classes are homogeneous with proficiency levels programmed together. Students in the bilingual program are blocked together, with the exception of their ESL classes which are determined according to proficiency levels. Materials used include grammar textbooks, reading anthologies, social studies texts designed for ELLs, adaptations of classic works of literature, and authentic reading materials, including full length plays and novels. Students at all levels are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including Social Studies and Native Language Arts textbooks to maintain skills in the native language, and develop academic course content knowledge. Students develop all four language skills in the Native Language Arts (Haitian Creole) classes: listening, speaking, reading, and writing. This is accomplished through cooperative learning activities, paired activities, use of the writing process, literature readings, videos, and other strategies which foster language development. The same strategies used to develop Native Language Arts skills are used in ESL classes. At the beginning level strong emphasis is placed on vocabulary acquisition, choral practice, drills, sentence structure, and paragraph formation. Students at this level are also given one to one support during independent reading where students are provided with a library of reading resources differentiated by level and the Footprints Reading Collection, an online and e-reader program. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to read and write

A. Programming and Scheduling Information

about literature in both English and the native language. As pupils become more proficient in English, they are asked to write paragraphs and essays, prepare and present oral presentations and presentations using Smart Board and Power Point technology, and prepare group projects. Teachers of ESL coordinate with content area teachers to share strategies and methodologies appropriate for teaching content to ELLs during common planning. Specific content support in the Intermediate levels of ESL in Social Studies is provided by ESL teachers. Students at the Advanced levels of ESL are provided with preparation and support for the ELA Regents Exam.

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

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

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

a) In the ESL Program, students at the beginning level will receive 540 minutes (3 units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 units). Students at the advanced level will receive 180 minutes per week of ESL (1 unit). Students at the Beginner Level are given 3 units of ESL. Intermediate students are given 2 units of ESL. Advanced students are given 1 unit of ESL.. Advanced students are also programmed for one ELA class (1 unit). The TBE students at the beginner level receive 3 units of ESL; 2 units of ESL per week at the intermediate levels and 1 unit of ESL at the advanced level. TBE students also receive 1 unit of NLA, and 2 units of content area in the native language with ESL support, along with required electives in Art, Physical Education, Music, and Technology, with ESL support. Midwood High School is a multi-session school. Students may attend classes starting at 7:15 a.m (Period 1) through 3:23 p.m. (end of 10th period). Our ESL students tend to be programmed towards the middle of the day starting period 3 through 10. Pupils receive ESL content area support in Biology, Global History, and Earth Science. Bilingual instruction is given in Social Studies (1), and Biology (1) in the Haitian Bilingual Program. Pupils in the Bilingual Program are also given Native Language Arts Instruction to develop and maintain skills in the native language (Haitian, 1 section). LEP pupils who are not enrolled in the Bilingual Program are given ESL content area classes.

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

A. Programming and Scheduling Information

4. Students who are new to our programs are given age appropriate texts to read and discuss in the native language. Students are also asked to provide a writing sample. Transcripts from the students' home country are evaluated by the dedicated ELL guidance counselor to determine level of education in the native language.

5. We differentiate instruction for ELL subgroups by maintaining a dedicated ELL guidance counselor who assesses their specific programming needs and ensures that they are grouped homogenously according to proficiency level, grade level, and area of need, so that we can support all ELLs regardless of years in the program and including SIFE and students with disabilities. According to the recommendations of all pedagogues and guidance counselors we make small group instruction available wherever possible so that specific needs of all ELL subgroups are addressed.

a. As per CR Part 154, we program SIFE students according to parents' requests into the Free Standing ESL or Transitional Bilingual

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

8. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In order to fully support our ELLs in the subgroups

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In order to fully support our ELLs in the subgroups of SIFE, newcomers, ELLs receiving services 4-6 years, long term ELLs and students with disabilities, one dedicated guidance counselor will continue to meet with content area Assistant Principals in order to discuss programming and placement of ELLs. We make available teachers who are supported in ELL teaching techniques through ongoing professional development during monthly Common Planning sessions. In ELA, newcomers are supported through one to one support during independent reading where students are provided with a library of reading resources differentiated by level. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to read and write about literature in both English and the native language. Students receiving services 4 to 6 years are supported through additional literacy instruction through our Saturday Program in which they enhance their writing and oral skills by producing fairy tales and stories that are then presented to an audience of parents, teachers, and peers. Long-Term ELLs are supported through ESL courses to prepare them for the ELA Regents exam, while increasing proficiency in targeted areas of listening, speaking, reading, and writing determined through analysis of NYSESLAT results and ELL Periodic Assessments. In the subject areas of Math, Social Studies, and Sciences, all subgroups are afforded the following interventions: one on one tutoring during school and after school, peer tutoring during school and after school, and differentiated instruction within the content area. Students who are not performing at a high level in a particular class, are targeted and recommended for additional instruction and after school tutoring by a licensed teacher in that subject area. Our Special Education students whose IEPs require native language support are assigned a paraprofessional who accompanies them and assists in the translation of language in the content areas of Math, ELA, Social Studies, and Sciences. Furthermore, in our TBE program, our teachers deliver lessons in Haitian Creole and English. All other intervention services are provided in English, although translation is available if parental contact is needed.

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

10. In the upcoming year, we will administer the ELL Periodic Assessment in both the fall and spring to closely follow and monitor the growth of our ELLs so that we can inform our teachers and add resources to better support their needs in the future. Small group advisories will run once a week to provide SIFE students with organizational skills, study skills, socio-emotional awareness, college preparation, peer tutoring, and time management skills. ESL teachers meet once monthly with content area teachers of ELLs to plan for strategies to better support the needs of our ELLs and SIFE students in class. ESL teachers hold weekly common planning meetings to review data and explore strategies to support our ELLs in the classroom. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. We will add more native language books to this reading library, so that students can continue to develop literacy skills in the native language. Our focus as educators will continue to stress ELL students' need to participate in one-to-one discussions with the teacher and guided group instruction. We will also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

B. Programming and Scheduling Information--Continued

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

8. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In order to fully support our ELLs in the subgroups of SIFE, newcomers, ELLs receiving services 4-6 years, long term ELLs and students with disabilities, one dedicated guidance counselor will continue to meet with content area Assistant Principals in order to discuss programming and placement of ELLs. We make available teachers who are supported in ELL teaching techniques through ongoing professional development during monthly Common Planning sessions. In ELA, newcomers are supported through one to one support during independent reading where students are provided with a library of reading resources differentiated by level. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to read and write about literature in both English and the native language. Students receiving services 4 to 6 years are supported through additional literacy instruction through our Saturday Program in which they enhance their writing and oral skills by producing fairy tales and stories that are then presented to an audience of parents, teachers, and peers. Long-Term ELLs are supported through ESL courses to prepare them for the ELA Regents exam, while increasing proficiency in targeted areas of listening, speaking, reading, and writing determined through analysis of NYSESLAT results and ELL Periodic Assessments. In the subject areas of Math, Social Studies, and Sciences, all subgroups are afforded the following interventions: one on one tutoring during school and after school, peer tutoring during school and after school, and differentiated instruction within the content area. Students who are not performing at a high level in a particular class, are targeted and recommended for additional instruction and after school tutoring by a licensed teacher in that subject area. Our Special Education students whose IEPs require native language support are assigned a paraprofessional who accompanies them and assists in the translation of language in the content areas of Math, ELA, Social Studies, and Sciences. Furthermore, in our TBE program, our teachers deliver lessons in Haitian Creole and English. All other intervention services are provided in English, although translation is available if parental contact is needed.

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

10. In the upcoming year, we will administer the ELL Periodic Assessment in both the fall and spring to closely follow and monitor the growth of our ELLs so that we can inform our teachers and add resources to better support their needs in the future. Small group advisories will run once a week to provide SIFE students with organizational skills, study skills, socio-emotional awareness, college preparation, peer tutoring, and time management skills. ESL teachers meet once monthly with content area teachers of ELLs to plan for strategies to better support the needs of our ELLs and SIFE students in class. ESL teachers hold weekly common planning meetings to review data and explore strategies to support our ELLs in the classroom. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. We will add more native language books to this reading library, so that students can continue to develop literacy skills in the native language. Our focus as educators will continue to stress ELL students' need to participate in one-to-one discussions with the teacher and guided group instruction. We will also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

Courses Taught in Languages Other than English

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

Math:

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.)
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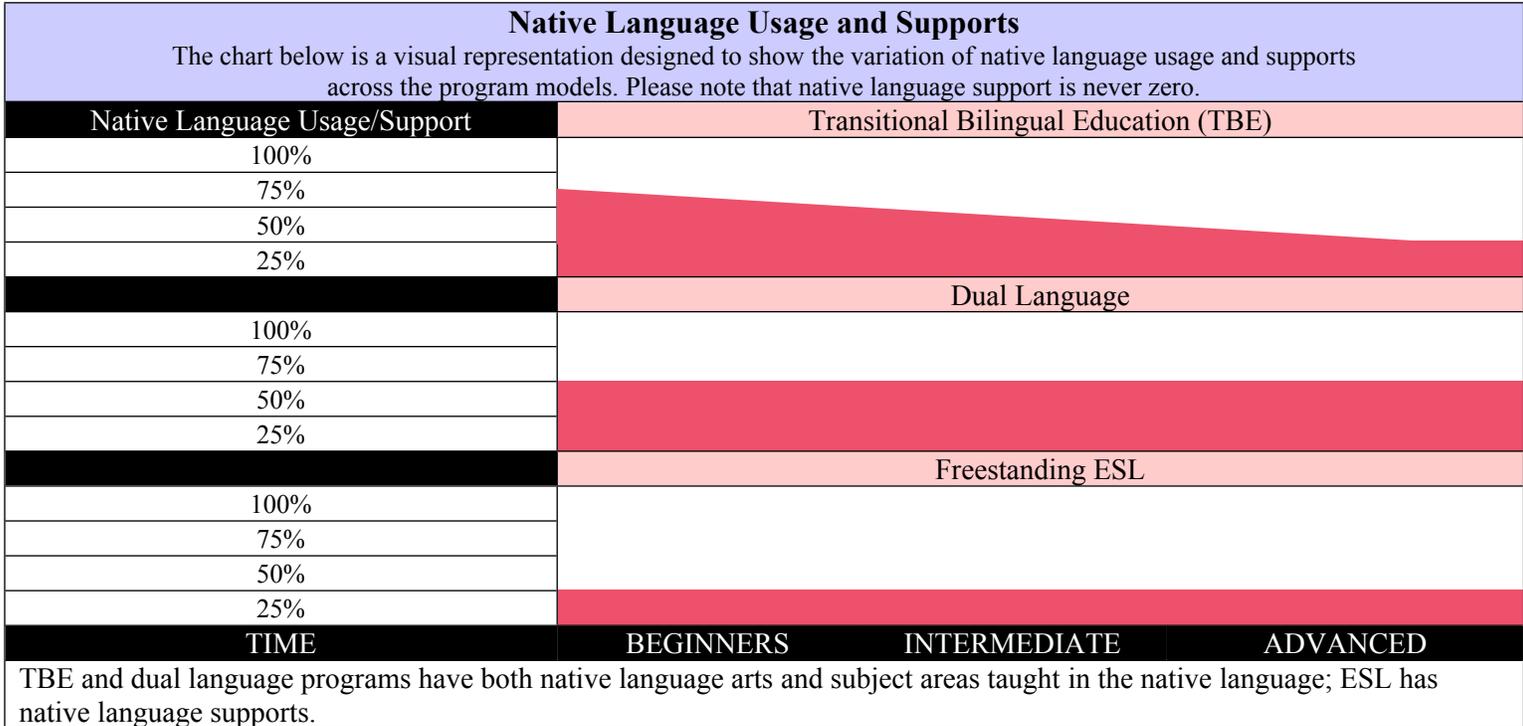
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. ELLs who are not in the Transitional Bilingual program are programmed for ESL content area classes in Social Studies and Living Environment. In order to fully support our ELLs in the subgroups of SIFE, newcomers, ELLs receiving services 4-6 years, long term ELLs and students with disabilities, one dedicated guidance counselor will continue to meet with content area Assistant Principals in order to discuss programming and placement of ELLs. We make available

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

10. In the upcoming year, we will administer the ELL Periodic Assessment in both the fall and spring to closely follow and monitor the growth of our ELLs so that we can inform our teachers and add resources to better support their needs in the future. Small group advisories will run once a week to provide SIFE students with organizational skills, study skills, socio-emotional awareness, college preparation, peer tutoring, and time management skills. ESL teachers meet once monthly with content area teachers of ELLs to plan for strategies to better support the needs of our ELLs and SIFE students in class. ESL teachers hold weekly common planning meetings to review data and explore strategies to support our ELLs in the classroom. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. We will add more native language books to this reading library, so that students can continue to develop literacy skills in the native language. Our focus as educators will continue to stress ELL students' need to participate in one-to-one discussions with the teacher and guided group instruction. We will also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

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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

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)?
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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)										4	6			10
Intermediate(I)										26	15	9	5	55
Advanced (A)										22	29	10	8	69
Total	0	0	0	0	0	0	0	0	0	52	50	19	13	134

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										7	7	1	1
	A										22	21	9	7
	P										21	22	9	5
READING/ WRITING	B										4	6	0	0
	I										26	15	9	5
	A										20	28	10	8
	P										2	1	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		10	
Integrated Algebra	30		18	
Geometry	29		15	
Algebra 2/Trigonometry	8		2	
Math				
Biology				
Chemistry	9		7	
Earth Science	35		18	
Living Environment	48		26	
Physics				
Global History and Geography	58		19	
US History and Government	47		28	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
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.

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

2. Students who enter our ESL program in the ninth grade quickly advance to the next level by the tenth grade, and by eleventh grade most of them have achieved either Advanced or Proficient on the NYSESLAT exam. A large percentage of our ninth graders come to us with Advanced or Proficient scores in the Listening and Speaking Modalities, but with Intermediate and Advanced scores for Reading and Writing. Since our school's population of ELLs come from the area middle schools, and we received almost no over the counter students in the past five years, we do not have enough LAB-R data to support a trend analysis.

3. The results of the spring 2011 NYSESLAT revealed that our newcomers are quickly advancing one or two levels for both modalities. Many of our Intermediate and Advanced students continue to struggle with reading and writing. Based on this information, we have revised our curriculum to focus more on reading and writing throughout every unit, with a greater focus on non-fiction reading and writing across content areas. We have purchased Social Studies textbooks that support the subject area content knowledge as we incorporate vocabulary from those areas to support student learning with non-fiction material. Furthermore, we will incorporate into our curriculum, e-books which will afford students the opportunity to continue building listening comprehension skills along with reading skills. Our students will have access to these e-books in their own ESL classroom via computer labs set up in the room. We have implemented a writing workshop model which uses the NYSESLAT rubric as a benchmark, so that students are familiar with the requirements of the exam. Beyond this, we have also chosen new, authentic works of literature for the Advanced level, which we believe students will relate to on a personal level and which we will use to focus instruction on reading literature for information and analysis to support students in both English language acquisition and English Language Arts. Students are also being given more direct instruction around grammar usage, an area which we believe has hindered student success on the writing conventions section of the NYSESLAT, and which may contribute to greater success on content area exams where short answer and essay writing is required.

4. Periodic assessments tell us that our ELLs struggle more with reading and writing. This affects their performance in core subject and Regents Exams, especially Global Studies and Living Environment, both of which require advanced reading and writing skills. In both our ESL program and our Transitional Bilingual program, students take the combined Regents exams. Their passing rate is comparable to that of

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

School Name: Midwood High School		School DBN: K405	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Cohen	Principal		10/31/11
M. Teresa Fernandez	Assistant Principal		10/31/11
Carol Ardito	Parent Coordinator		10/31/11
Veronica Coleman	ESL Teacher		10/31/11
Daniel Georges	Parent		10/27/11
Joey Pavone	Teacher/Subject Area		10/31/11
Marie Voley	Teacher/Subject Area		10/31/11
	Coach		10/30/11
	Coach		10/30/11
Kendra Lane	Guidance Counselor		10/31/11
William Bonner	Network Leader		10/30/11
Maria M. Rizzi	Other <u>A.P. Special Ed</u>		10/31/11
	Other		10/30/11
	Other		10/30/11
	Other		10/30/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K405** School Name: **Midwood High School**

Cluster: _____ Network: **CFN 405**

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

Part A: Needs Assessment Findings

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

We have taken the following steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand: we have examined ATS reports that listed home languages for every Midwood High School student, we have also surveyed parents during PA meetings, and then we analyzed our data to find the most prevalent languages. A list of necessary information that needed to be translated into those languages was compiled. Materials such as but not limited to: New York State Education Department information, Department of Education information, Midwood High School procedures and rules, Educational options and programs available at Midwood High School, individual teacher procedures, right-to-know literature, college and guidance memos, attendance letters memos. Language abilities of teachers, paras, and staff were assessed to find on-site personnel to translate written work. When the usage of in-house personnel was not possible, Department of Education translation services were researched. We have also determined the ability of on-site staff to do oral interpretation for visiting and summoned parents. When in-house personnel were not possible, the translation services available through FAMIS vendors were assessed.

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.

Midwood has a large population of parents that speak Haitian-Creole, Urdu, Spanish, Russian, and Chinese. We have a small number of Bengali/Arabic, Greek, Ukrainian, and Albanian speaking parents. We distributed to all teachers a list of students whose parents had indicated a preference of "contact language" other than English. At the same time, we also distributed a list of on-site staff that speaks those languages, in case any teachers or administrators would like support in contacting the parent in that language.

Part B: Strategies and Activities

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

All Midwood parent handbooks, suspension and other disciplinary information, descriptions of our Medical Science, Humanities, and Liberal Arts and Science Institute programs, bell schedules, military services opt out forms, calendars, parent teacher meetings, parent association announcements, and other information on the website will be automatically translated into the five major languages. The parents and staff will be instructed as to translation services available on the Internet to have all announcement, teacher assignments, grading policies, and parent handouts posted on the Midwood home page automatically translated into any home language. This should enable every parent to have their own particular language version of all Midwood information. Department of Education translation services will be used to translate DOE procedures such as suspension, attendance, and official notices. In-house translations will be done by native language speaking staff using per session hours. Parent volunteers will be used to translate materials only when there are no privacy issues. ESL teachers have established a program of meeting with SIFE- ELL students and will contact parents on a regular basis to alert them as to the progress of their children.

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.

Parents will be provided an interpreter in their native language for all meetings with administration or faculty. These meetings include all guidance meetings, suspension hearings, and parent teacher day conferences. We did use Legal Interpretation Services at one time but did not have any parents who spoke languages not spoken by a Midwood employees. Because of the size and diversity of Midwood High School we can cover most of our interpretation needs in-house, and therefore, find that the money is better spent paying our in-house personnel per session. Parent volunteers will be used to interpret orally only when there are no privacy issues.

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>.

Three foot by four foot placards announcing translation services are available in six languages are posted in our front lobby. All security personnel have been instructed to ask all visitors if they need translation services. Students are asked if they need non-English language announcements to take home. The availability of non-English announcements, teacher meetings, and guidance meetings is posted on the website.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Midwood High School	DBN: 22K405
Cluster Leader: Chris Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: Midwood High School has developed a very successful Saturday program to serve ELL/Bilingual students. The English skill building component will include instructional aspects that our data has shown are most needed by ESL students. We looked at the results of the Regents examinations, the component breakdown of the NYSESLAT exam, the breakdown of the ELL Periodic Assessment given in May, as well as the grades received in report cards for subject area classes. We also conducted informal meetings with subject area teachers in order to gain further input as to the needs of the students while supporting specific subject area needs. After evaluating all test data and professional input by teachers, we determined that our students would greatly benefit from continued and sustained support in reading, vocabulary acquisition, writing and conversational skills, that would grant them the ability and opportunity to do class presentations with confidence in their new language. It was also determined that a small group of students designated as SIFE, would have additional meeting time with the ESL teachers as they need to be provided with additional support.

The instructional skill building components will include English vocabulary for all content areas, reading-decoding skills, writing skills, and conversational skill-building exercises. The program follows the Ramp-Up for Literacy format. The ESL instruction will use the Quality Teaching for English Language Learners approach. Students will be assigned to the ESL or English class based on their individual needs. Both the Quality Teaching for English Language Learners and Ramp Up are supported by scientifically based research that indicates that language development is best supported by the workshop model. By including an English component, these students will more quickly integrate into the rest of the school and possibly receive additional credits in English.

Since there are no other programs running at that time, an Assistant Principal will be on-site, to ensure safety and security, at least one-half hour before the program starts to greet students and parents and stay after the classes finish to ensure safe pick-up. The Assistant Principal will arrange for breakfast and snacks, Metrocards for participating students, open and close the computer and printing lab, facilitate grant compliance, and augment security and safety for these students.

Tutoring will be provided by licensed Midwood teachers in content areas before school for freshmen and sophomore and after school for juniors and seniors and/or on Saturdays to improve English, Math, Social Studies, Living Environment, Earth Science skills to prepare ELLs for the English, Algebra, Global Studies, US History, Living Environment and Earth Science Regents Exams when needed.

Subgroups and grade levels to be served

Part B: Direct Instruction Supplemental Program Information

All ELL students from 9th, 10th, 11th, and 12th grades at all levels of ELA skill will be served. Parents will be formally invited five times a year to observe student work. However, all and any parent is always welcome to visit our classroom and observe student work at any time.

Schedule and Duration

The program will run a total of 25 Saturdays starting on October 15th and ending June 9th. The specific dates are as follows: October 15,22,29; November 5,12,19; December 3,10,17; January 7, 14,21; February 4, 11; March 3,10,17, 24, 31; April 21, 28; May 5, 12, 19; June 2, 9. Classes will run from 8:30 to 12:30 on those Saturdays. Additional tutoring will occur on Wednesdays for SIFE students, and as NYSESLAT and Regents testing dates become available in order to provide additional support and preparation.

Language and Instruction

All classes will be held in English. ESL techniques and methodologies for the acquisition of English for English Language Learners will be used. A Bilingual Haitian Creole teacher will be available to support lower performing students using Bilingual teaching techniques. However, the focus of the program will be to enable students to improve English acquisition, as opposed to learning in their native language.

and licenses of teachers involved.

There will be two ESL teachers and one Bilingual teacher involved in the program to fulfill the ESL component. An English licensed teacher with ESL training will be used to teach the English component.

Types of Materials to be used

ESL books and English books already in our curriculum from past years of this program will be used at no additional cost to the program. There will be a hands-on bookmaking project using art supplies and computers. We will need to purchase computer software, printing toner and paper to enable our students to produce work for both, their Saturday as well as their weekday assignments.

Part C: Professional Development

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

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

Begin description here:

Rationale

Teachers need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge. Midwood High School has adopted a common planning schedule that allows seventy minute blocks of time for meetings every Wednesday. One Wednesday a

Part C: Professional Development

month is devoted to ELL training on a schoolwide basis. All teachers in this program attend these staff development workshops making a total of 40 hours of ELL training.

Teachers to receive training

Mr. Pavone (ESL Teacher), Ms. Coleman(ESLTeacher LAB-BESIS Coordinator), Ms. Volcy (Bilingual Teacher), Ms Cox (ELA Teacher) and Dr. Pysher attend these staff development workshops. This is in addition to their class work to gain licenses in ELL, Bilingual, or English. Ms. Cox has had over 60 hours of ELL training while participating as the English teacher in the Saturday Academy for the past four years. The above mentioned staff, along with Ms. Fernandez, also attend PD's supported and presented by NYC DOE's OELL. Additionally, Ms. Coleman and Mr. Pavone provide in-house high quality professional development to all subject area teachers within the school building, that are providing subject area instruction to our ELL's. The following departments are part of our ongoing, in-house high quality professional development: Guidance & Counseling, English, Social Studies, Biology, Physical Sciences, Music/Art/Technology, Foreign Language, Special Education, Mathematics, and Health & Physical Education.

Schedule and duration

Staff development workshops are the third Wednesday of the month for 70 minutes.

Topics to be covered

The topics to be covered during these workshops are the integration of ELL instructional concepts and methodologies in all subject areas in order to better support English acquisition as well as subject matter knowledge . Other topics will be: planning for Regents and how subject area teachers can support the ELL students to be successful in these exams; looking beyond high school as graduating L's look forward to college.

Name of provider

Ms. Teresa Fernandez, Assistant Principal Foreign Language/ESL; Ms. Veronica Coleman; and Mr. Joey Pavone conduct the workshops. Their entire cost of time and materials will be assumed by Midwood High School and will not be paid by this grant.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale

Midwood High School would like to encourage as much parent involvement as possible, especially with at-risk groups. We have a number of SIFE students who could benefit from constant home contact and translation services to those specific parents. We also want to encourage a positive attitude towards education and attending school programs that increase academic achievement. Therefore, even though the parents of our students are always welcome in our classroom, we have scheduled days that parents

Part D: Parental Engagement Activities

are formally invited to come to Midwood, have coffee and a light breakfast, and watch their children work or see the outcome of their work in an oral presentation.

Schedule and Duration

There are five scheduled parent days planned: October 15th, December 3rd, February 11th, April 21st, and June 2nd

Topics to be Covered

The topics to be covered during these meetings will be: Understanding the services available at Midwood High School to help you and your child be successful, How to help your child at home, How to use Midwood High School's website, Getting to know the NYSESLAT exam, Celebrating our child's work at Midwood.

Name of Provider

Maureen Cox (English Teacher), Dr. Ernest Pysker (AP Admin), Kendra Lane (Guidance Counselor), Teresa Fernandez (AP Foreign Language), Marie Volcy (Bilingual Teacher), Veronica Coleman (ESL Teacher), Joey Pavone (ESL Teacher)

How parents will be notified of these activities

Parents will be called by native language speaking paras and teachers. Invitations will be backpacked home with students with dates, times, and programs. These date will also be posted on the school's website.

Part E: Budget

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

Allocation Amount: \$16072

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	Per session at Reimbursible rate Supervisor 100 hours \$5239 Teachers 180 hours \$9011 Paraprofessional 20 hours \$609	On site supervisor for 25 Saturday programs and on site classroom teachers on Saturday. Paraprofessionals to call parents and help with translations when necessary. Additional hours for tutoring paid by Midwood budget.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	Staff development costs assumed by Midwood High School
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	\$263	Paper, toner, some art supplies if necessary. All other supplies, workbooks, and art supplies paid for by other budgets.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$16072

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	All software expenses paid by other budgets	
Travel	None, Metrocards provided by other budgets	
Other	\$950	Coffee and light snack for parents. Light snack for students.
TOTAL	\$16072	