



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : MIDDLE COLLEGE HIGH SCHOOL @LAGUARDIA COMMUNITY COLLEGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q520__

PRINCIPAL: LINDA SIEGMUND__ EMAIL: LSIEGMU@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: __JUAN MENDEZ

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
Socrates Ortiz	*Principal or Designee	
Ann Trzcinski	*UFT Chapter Leader or Designee	
Gonzolo Hildago	*PA/PTA President or Designated Co-President	
Cathy Clifford	DC 37 Representative, if applicable	
Ada Gonzalez Stephanie Parilla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Siegmund)	Member/(Principal	
Michael Cooper	Member/Guidance	
Dora Rosa	Member/ Parent	
Blesida Buizon	Member/Parent	

Martha Heras	Member/Parent	
Virginia Zupanic	Member/Parent	
Joanne Principe	Member/Parent	

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

- Upper Division students(11th-12th grade) will improve their writing, particularly in writing for argument, according to Common Core Learning Standards which will be evident by focusing on student literacy through the Core department Curriculum Maps

Comprehensive needs assessment

- Teachers will develop lessons/unit plans in each Core area that incorporate writing for argument according to CCLS.
- One Curriculum Map will be developed in each Core area aligned with Common Core Learning Strategies with a focus on student literacy.

Instructional strategies/activities

- All teachers will participate in two department meetings per month to develop Curriculum Maps aligned with Common Core Learning Standards.
- All ongoing work will be submitted to the Assistant Principal, Supervision and Curriculum for review.
- Modification of Curriculum Maps will be ongoing as indicated by the evidence of student performance, student work and the actual progression of the course.
- Walkthrough and formal observations with emphasis on literacy in all content areas.
- Professional Development will be implemented to assist all teachers with this task supported by assistance from our Network academic coach.

Strategies to increase parental involvement

- APs meet with parents once a month (School Leadership Team, PTA) to plan activities, raise money and introduce new standards being implemented within the curriculum.
- Workshops will be scheduled such as: new parent orientation, Aris, Title 1 Parent protocol and Spring Expo Night.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

- Ongoing Professional Development with assistance and support from our academic coach and CFN personnel.
- Frequent Snapshot Observations and mandated Formal observations
- Modifications of Curriculum Maps based on student data and recommendations from AP Curriculum and Supervision.
- Participation in NYC Department of Education Learning Lab

- Teachers work in interdisciplinary teams and are provided with common meeting and planning time.

Service and program coordination

- Middle College High School is a Universal Free meals School. For many of our students this is necessary for their physical well being.
- Middle College High School is in partnership with LaGuardia Community College . This is a negotiated collaboration between CUNY and the Department of Education and has existed since 1974. Our students can register for college classes, receive dual credits and if staying a fifth year can earn an AA degree.
- We are a member of NYC Performance Consortium and have adopted DYO assessments. They provide ongoing Professional Development for our teachers and administrators in the areas of assessments and portfolio work.
- We are also a member of Middle College National Consortium which provides us with an outside research agency, ongoing Professional Development for teachers and administrators, technical assistance and a yearly student conference.
- Middle College High School is also affiliated with CUNY Collaborative Programs through the office of CUNY School Support and Development.

Budget and resources alignment

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title 1 Funds and human resources to implement this plan from September 2011-June 2012.
- Administration and CFN network coach provide support for teachers.
- Professional instructional materials, technical resources and supplies to support curriculum development.

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 teacher effectiveness by developing a shared understanding of instructional excellence aligned with the mission and vision of the school. 75% of all teachers will meet their developed goals in the area of Instruction according to Danielson's Framework for Teaching.

Comprehensive needs assessment

- We are utilizing a research based rubric to evaluate teachers in order to improve their practice. In order to improve student progress, (Progress Report) we need to strengthen teacher effectiveness.
- Increase Communication and Engagement components on the School Survey

Instructional strategies/activities

- A schedule for teacher observations will be developed and followed by the Principal and Aps to give teachers frequent feedback.
- Teachers will self-assess on selected components of our rubric.
- Meaningful feedback with documentation will be provided for all teachers using components of a research based teacher effectiveness rubric.
- Professional Development will be conducted on the components of the rubric to increase the teachers understanding of the assessment.
- Teacher observation schedules will be developed and adhered to by the Administrative staff and meaningful feedback will be given
- 3, 6, and 9 week assessments identify student subgroups which lead to teacher development of an action plan to support student growth in their classrooms. Action plans are shared and discussed during instructional team meetings.

Strategies to increase parental involvement

- Periodic progress records are mailed home to parents, content teachers call home and parents are involved in all intervention plans for struggling students.
- APs meet with parents once a month (School Leadership Team, PTA) to plan activities, raise money and introduce new standards being implemented within the curriculum.
- Workshops will be scheduled such as: new parent orientation, Aris, Title 1 Parent protocol and Spring Expo Night.

Strategies for attracting Highly Qualified Teachers (HQT)**All teachers are highly qualified**

- Ongoing Professional Development with assistance and support from our academic coach and CFN personnel.
- Frequent Snapshot Observations and mandated Formal observations

- Modifications of Curriculum Maps based on student data and recommendations from AP Curriculum and Supervision.
- Participation in NYC Department of Education Learning Lab
- Teachers work in interdisciplinary teams and are provided with common meeting and planning time.

Service and program coordination

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Budget and resources alignment

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- **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

- 9th grade Instructional Teams will develop a system for identifying academically struggling students in order to increase credit accumulation by 5%.

Comprehensive needs assessment

- Increasing credit accumulation and student progress based on data from DOE Progress Report.
- Increase student performance on final assessment projects
- Monitor student growth through 3, 6 and 9 week assessments.
- Ongoing Professional Development with assistance from CFN academic coach, to share and discuss strategies that work.

Instructional strategies/activities

- Meetings will occur at least twice a month to share strategies, plan lessons and activities, discuss student progress and develop monitoring and intervention plans to increase student performance and growth.
- Monitor student work
- Parents will be informed of all intervention plans through phone calls and progress reports.

Strategies to increase parental involvement

- Orientation for all parents of 9th grade students scheduled in September.
- Parents will be contacted to meet with teachers regarding intervention plans
- Periodic progress records will be mailed home.
- Phone calls will be made to parents to communicate performance

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

- Ongoing Professional Development with assistance and support from our academic coach and CFN personnel.
- Frequent Snapshot Observations and mandated Formal observations
- Modifications of Curriculum Maps based on student data and recommendations from AP Curriculum and Supervision.
- Participation in NYC Department of Education Learning Lab
- Teachers work in interdisciplinary teams and are provided with common meeting and planning time. assistance and support from

Service and program coordination

- Middle College High School is a Universal Free meals School. For many of our students this is necessary for their physical well being.
- Middle College High School is in partnership with LaGuardia Community College . This is a negotiated collaboration between CUNY and the Department of Education and has existed since 1974. Our students can register for college classes, receive dual credits and if staying a fifth year can earn an AA degree.
- We are a member of NYC Performance Consortium and have adopted DYO assessments. They provide ongoing Professional Development for our teachers and administrators in the areas of assessments and portfolio work.
- We are also a member of Middle College National Consortium which provides us with an outside research agency, ongoing Professional Development for teachers and administrators, technical assistance and a yearly student conference.
- Middle College High School is also affiliated with CUNY Collaborative Programs through the office of CUNY School Support and Development.

Budget and resources alignment

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title 1 Funds and human resources to implement this plan from September 2011-June 2012.
- Administration and CFN network coach provide support for teachers.
- Professional instructional materials, technical resources and supplies to support curriculum development.

ANNUAL GOAL #4 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 #4

- Improve college preparedness by increasing the number of 10th grade students by one third who are enrolled in college courses @LaGuardia Community College. Increase the number of college courses available to 10th grade students from three to five courses.

Comprehensive needs assessment

- The NYC DOE has set metrics for college readiness and success. These metrics were in the pilot stage during the 2010-2011 school year, but is part of the Progress Report for the 2011-2012 school year.
- Increase our college readiness metrics outcomes
- According to national survey and N CREST research, students who earn 24 college credits are more to graduate from college.

Instructional strategies/activities

- Meet with College Department Chairs to expand the number of college courses offered to Middle College Students.
- Support all 10th grade students enrolled in college courses through Seminars facilitated by high school teachers.
- Increase the number of high school teachers vetted to teach college classes.

Strategies to increase parental involvement

- Middle College holds a special parent meeting re: Early College. All new parents and students sign a school contract (permission) which encourages all students to graduate with 24 college credits.
- Seminar teachers keep parents informed of student progress in college classes. Meet with College Department Chairs to expand the number of college courses offered to Middle College Students.
- APs meet with parents once a month (School Leadership Team, PTA) to plan activities, raise money and introduce new standards being implemented within the curriculum.
- Workshops will be scheduled such as: College Information Night, Financial Aid, Resources -Scholarships, Grants available

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

- Monthly meetings for all Seminar teachers to discuss strategies for assisting students enrolled in college classes
- Ongoing Professional Development with assistance and support from our academic coach and CFN personnel.
- Frequent Snapshot Observations and mandated Formal observations
- Teachers work in interdisciplinary teams and are provided with common meeting and planning time. assistance and support from

Service and program coordination

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- Middle College High School is in partnership with LaGuardia Community College . This is a negotiated collaboration between CUNY and the Department of Education and has existed since 1974. Our students can register for college classes, receive dual credits and if staying a fifth year can earn an AA degree.
- We are a member of NYC Performance Consortium and have adopted DYO assessments. They provide ongoing Professional Development for our teachers and administrators in the areas of assessments and portfolio work.
- We are also a member of Middle College National Consortium which provides us with an outside research agency, ongoing Professional Development for teachers and administrators, technical assistance and a yearly student conference.
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Budget and resources alignment

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title 1 Funds and human resources to implement this plan from September 2011-June 2012.
- Administration and CFN network coach provide support for teachers.
- Professional instructional materials, technical resources and supplies to support curriculum development.

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	25	50	25	20	124	0	0	2
10	15	40	0	0	50	0	0	1
11	20	32	0	0	15	0	0	0
12	29	21	0	0	35	0	0	1

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	<p>The school uses block schedules for lower division grades 9 and 10 and a trimester system aligned with LaGuardia Community College’s schedule for upper division grades 11 and 12. All classes are seventy minutes long which increases contact time between teachers and students. In the 9th and 10 grades, students are given an additional course in research methods which focuses on analyzing and evaluating primary and secondary source documents, the use of citing sources and all basic research components. In addition this course continues to review basic reading and writing strategies. Students receive academic intervention services in English Language Arts, through an increase in scheduled academic classes. Special attention to the writers craft has been implemented as a source for struggling students who fall below grade level in ELA. Students are also mandated for extended time when low skill level is identified in the 9th and 10th graders. In grades 11 and 12, students are scheduled for a seminar class where they meet in a small group setting that focuses on skill development in all disciplines. The school uses an extended day after school program which involves tutorial services. Programs for skill development in ELA include Wilson Reading Program and each class has implemented Silent Sustain Reading. The school’s method for monitoring the progress of the program is through weekly Instructional Team meetings where teachers share strategies and provide updates of individual students work in academic classes and skill development. Teachers use periodic assessment data to monitor students content and skill growth over time. In addition, department</p>

	<p>meetings and curriculum teams review scope and sequence and evaluate progress based on regents results and diagnostics.</p> <p>This year we were selected to participate in the Learning Lab Program which focuses on assessment tasks. Two teachers from the Social Studies Department are receiving professional development to explore this aspect of literacy and how it can be implemented across disciplines.</p>
<p>Mathematics</p>	<p>The school uses block schedules for lower division grades 9 and 10 and trimester system for upper division grades 11 and 12 which allows for increased contact time between teachers and students. Students receive academic intervention services in Mathematics.</p> <p>In the 9th grade students who need AIS due to low performance in math are mandated to report to a basic skills course taught by teachers of all math levels. The course focuses on basic math skills such as addition, subtraction, multiplication, division, fractions, etc. Students are scheduled for a math bridge class which focuses on students' understandings and skills in operational functions. All students who failed the math regents are enrolled in this class which meets four days a week for 40 minute periods. This additional help was instituted to support student success when retaking the Math regents. In addition to the upper level math courses, students are scheduled for a seminar class where students meet in a small group setting that focuses on skill development in all disciplines. The school uses an extended day program after school which involves tutorial services. Program for skill development in Math include software that supports integrated algebra. The software includes Educsoft, Blackboard, Infinite Pre-Algebra and Infinite Algebra. The school's method for monitoring the progress of the program is through weekly Instructional Team meetings where teachers provide updates of individual students work in academic classes and skill development. In addition, department meetings and curriculum teams review scope and sequence and evaluate progress based on Regents results and diagnostics.</p>
<p>Science</p>	<p>The school uses block schedules for lower division grades 9 and 10 and trimester system for upper division grades 11 and 12 which allows for increased contact time between teachers and students. In the 10 grade students have a choice of Forensics or Environmental Science which focuses on the use of Scientific methods to increase analysis, critical thinking and interpretation in the discipline of Science. In the 11th and 12 grade, students are scheduled for a Seminar course where small group instruction focuses on skill and content development in all</p>

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

	establishing guidelines for appropriate school behavior and mentoring students for their graduation project based portfolio oral presentation. Students deemed at risk are assigned to a developmental group where students meet with a guidance counselor on a daily basis to discuss academic and emotional barriers
At-risk Services provided by the School Psychologist	Provided by guidance counselors
At-risk Services provided by the Social Worker	Provided by guidance counselors
At-risk Health-related Services	Provided by the guidance department in conjunction with the nurse.

**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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

- always try my best to learn.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello-Ansel/Cyndi Kerr	District 24	Borough Queens	School Number 520
School Name Middle College High School @ LagCC			

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

Principal Linda Siegmund	Assistant Principal Kim A. Tramontozzi
Coach	Coach
ESL Teacher Linda Amniwah	Guidance Counselor Lauren Ravera
Teacher/Subject Area Chant Blissett/English	Parent Gonzalo Hidalgo
Teacher/Subject Area Romia Reid/Science	Parent Coordinator
Related Service Provider	Other Kim Tramontozzi/ELL Coord.
Network Leader Cyndi Kerr	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	27
Number of teachers who hold both a bilingual extension and ESL certification	1	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	494	Total Number of ELLs	1	ELLs as share of total student population (%)	0.20%
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Part II: ELL Identification Process

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

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

All students admitted to Middle College High School at LaGuardia from a junior high fall below the grade level in the 8th grade achievement scores in Math and/or English. New admits are from out of the state or, most frequently, from parochial/ private school. The new admits fill out the Home Language Identification Survey HLIS (in their native language if available) and an informal interview is given by Linda Amniwah (bilingual in Spanish and English) a licensed pedagogue. We offer translation and interpretation support for both parents and students in their native language. If the translation services are required, we have staff who are bilingual as well as seek support from Laguardia Community College who serves 27 different languages. Once a student is identified as English language learner from our intake, then take the LAB-R or for Spanish speaking, the Spanish Lab within ten days of admission

The people responsible for the screening instruments are:

For the administration of the HLIS: Lauren Rivera, licensed Bilingual Guidance Counselor (Spanish) and Linda Amniwah licensed ESL teacher (bilingual in Spanish and English). Overseeing the process is Kim Tramontozzi, Assistant Principal of Instruction and Supervision.

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

All ELL's, as identified in ATS to determine NYSESLAT eligibility, take the four components if the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by Linda Amniwah, ESL teacehr, Chant Blissett, English teacher and is overseen by Kim Tramontozzi, Assistant Principal. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.

In order for parents to understand the three program choices Transitional Bilingual Education, Dual Language and Freestanding ESL,, the Bilingual GuidanceCounselor- Lauren Ravera- is responsible for taking the following steps:

- All parents are invited to attend any of a series of meetings to view the video and ask questions about the option. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.

The majority of our students enroll in September and we provide the information to parents throughout September; however the school program provides for Freestanding ESL as an option. Parents who choose to have an option other than Freestanding ESL are referred to the Enrollment office. Due to our small ESL population, Freestanding ESL is the only program offered and no other program will be

offered at this time.

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

The forms are collected at the initial in-take session with the guidance counselor. A copy of entitlement letters, parent survey and program selection forms are held in folders in guidance office as well as in individual students records. If all Program Selection forms have not be submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

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

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

After reviewing the Parent Survey and Program Selection forms, they are collected by the Guidance Counselor, Lauren Ravera with in 10 days of enrollment. Middle College High School has a Free-Standing ESL instructional program by the DOE. The most recent trend in parent choice is freestanding ESL. Our parents have requested Free-Standing ESL with one student needing ESL services.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In													1	1
Total	0	1	1											

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL							1				1
Total	0	0	0	0	0	0	1	0	0		1

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	1	1
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	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
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	1	1											

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?

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students. In addition, students who receive ESL services are programmed to meet with a licensed ESL teacher per mandated minutes based on their English proficiency levels (for example, students who are intermediate level receive 360 minutes per week and advance students receive 180 minutes per week.) Currently there is one student who is advanced and receives a total of 180 minutes per week of ESL instruction. The student is scheduled for three 60 minute sessions per week with a licensed ESL teacher. The student meets with the teacher and receives one on one ESL instruction. ELL students enrolled at MCHS are also qualified to receive free college courses that may lead to an Associates Degree. ELL students are placed in ESL courses at Laguardia Community College. Our ESL student also receives additional support from a seminar class which meets for 160 minutes a week. All ELL students are provided with a bilingual dictionary as well as all college text books for free. Students at Middle College High School who are enrolled in Laguardia Community College are allowed full access to all tutorial services including writing, reading, mathematics and language labs.

Middle College uses all of blocked schedule, ungraded as well as heterogeneous program models. Each group of students is block

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

Plan for SIFE Students:

Currently Middle College does not have any students who are SIFE. But all students who are identified as SIFE (Student with Interrupted Formal Education) are immediately given additional support in English literacy until a level of proficiency is achieved as determined by the student's individual teachers and guidance counselor. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student-parent interviews and teacher referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

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

Plan for students who receive services from 4 to 6 years and Long Term ELLs:

There is one student who has received 6 or more years of ELL services. The plan for long term ELL's consists of ongoing support and mentoring. Long term ELL's continue with a full program. They continue to have the same support structures in place for the entire student population. Struggling long term ELL's are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-to-one mentoring, small group instruction, after school homework help, as well as, a variety of other activities.

Whenever possible long term ELL's are encouraged to begin taking college classes at LaGCC to encourage them to begin the transition towards college life.

The long term plan is for these students to graduate High School as well as earn a post secondary degree.

Plan for ELL students identified as having special needs:

The one student we have who receives ELL services does not have an IEP. For a student who would have an Individualized Education Plan (IEP's), the student would receive full support from the instructional teams to which they belong. Students with IEP's are included in mainstream classes and receive additional services in language and counseling. All students with IEP's receive additional academic

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%	Students with ELL's by 75% according to the IEP. Inset with our bilingual ESL teacher who is also a certified IEP teacher, Linda Aminwan.		
75%	According to the students IEP either push in or pull out services and appropriate instructional programs are provided within the least restrictive environment.		
50%			
25%			
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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?

Any student who fails the Integrated algebra exam are enrolled in a bridge class that meets for 45 minutes a day, 5 days a week. Students who fail the English regents exam are assigned to an English teacher twice a week for additional support. In addition to these intervention programs all ELL students are required to attend extended time to gain additional support in their content areas such as Social Studies and Science. If a student fails a course, they are able to take a credit recovery class as well as enroll in the Saturday program with Liberty Partnership with Laguardia Community College. All of these intervention courses are offered in English only. Students may receive text books, materials and dictionaries in their native language.

Transition Plan for students reaching proficiency:

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

All ELL students and Former ELL students are given extended time in a separate location with a dictionary in their native language for all state exams.

Middle College High School is currently working with and a member of the Department of Education Learning Lab. Teachers receive professional development in literacy for all students.

We are not discontinuing any previous programs at this time.

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

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

ELL students are encouraged to participate in all curricular and extracurricular activities. ELL students attend advisory group once a week with a certified teacher. Advisory works to get students actively involved in the school community as well as offer academic and emotional support for all students.

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?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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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?

Any student who fails the Integrated algebra exam are enrolled in a bridge class that meets for 45 minutes a day, 5 days a week. Students who fail the English regents exam are assigned to an English teacher twice a week for additional support. In addition to these intervention programs all ELL students are required to attend extended time to gain additional support in their content areas such as Social Studies and Science. If a student fails a course, they are able to take a credit recovery class as well as enroll in the Saturday program with Liberty Partnership with Laguardia Community College. All of these intervention courses are offered in English only. Students may receive text books, materials and dictionaries in their native language.

Transition Plan for students reaching proficiency:

As students reach proficiency and test out through the NYSESLAT or Regents ELA examinations they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency.

Students receive higher level project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed.

All ELL students and Former ELL students are given extended time in a separate location with a dictionary in their native language for all state exams.

Middle College High School is currently working with and a member of the Department of Education Learning Lab. Teachers receive professional development in literacy for all students.

We are not discontinuing any previous programs at this time.

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

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

ELL students are encouraged to participate in all curricular and extracurricular activities. ELL students attend advisory group once a week with a certified teacher. Advisory works to get students actively involved in the school community as well as offer academic and emotional support for all students.

In addition, since we are an Early College program all of our students are entitled to take free college level classes at LaGuardia

B. Programming and Scheduling Information--Continued

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

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

N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**D. Professional Development and Support for School Staff**

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

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

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

Professional development for all staff including subject area teachers, bilingual teachers, ESL teachers, guidance counselors, special education teachers, secretaries and support staff of Middle College High School at LaGuardia is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

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

In September of the new school year, all staff is provided with a calendar of PD for the entire year. When professional development sessions are being conducted, staff is required to sign in. The sign in sheets are held in a folder by the secretaries in the main office. A minimum of 7.5 hours of professional development in ESL are offered per year.

Every year, the Department of Education provides guidance counselors and school leaders professional development in transitioning ELL students from grade to grade and beyond.

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

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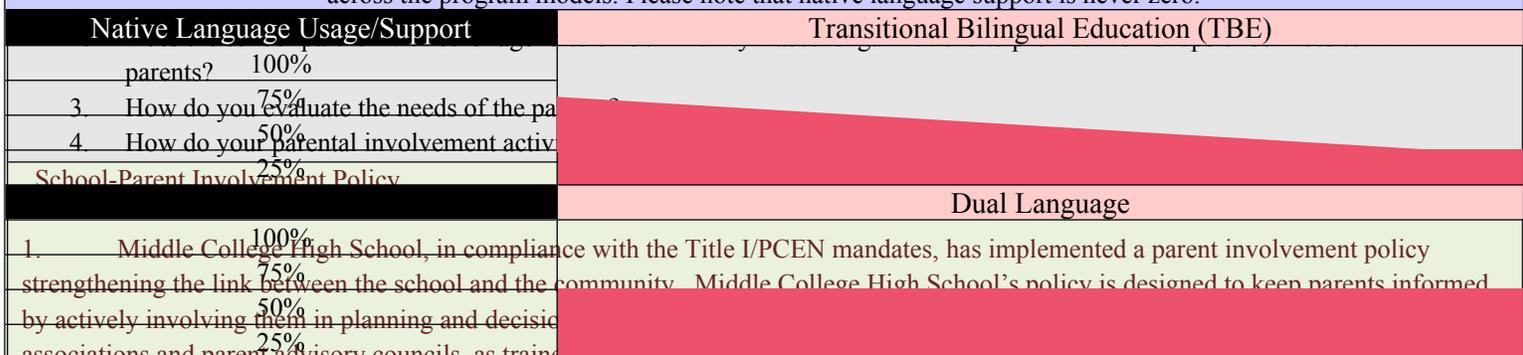
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Native Language Usage and Supports

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.



E. Parental Involvement

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

School-Parent Involvement Policy

1. Middle College High School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Middle College High School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

2. The policy encompasses all parents including parents of English Language Learners and special needs students to participate in all workshops and services provided by Community based Organizations such as Laguardia Community College

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

In order to meet the needs of parents, parents are encouraged to take the school survey, participate in school based programs as well as have open communication with school leaders through phone calls and letters.

In developing the Middle College High School Parent Involvement Policy, Middle College PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, Middle College High School will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school such as classroom helper, student for a day activity, school events, school leadership and PTA.

- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association.

Provide technical support when needed.

- Maintain parent coordinators Title 1 funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.

- Provide a school informational meeting on all funding programs in the school.

- Provide written translations.

- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Middle College High School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference

- Maintaining parent participation in school leadership teams

- Encouraging parents to become trained volunteers through Learning Leaders

- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

- Providing school planners for daily written communication between school/teacher and the home.

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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.
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C. Schools with Dual Language Programs

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

N/A

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

Middle College High School at LaGuardia is currently using the New York Performance Standard's Consortium DYO with set benchmark to inform instruction and monitor Seniors' progress toward completion of the English literary essay and Math project. The diagnostic assessment of student work in the literary essay and Math project using the consortium DYO rubrics is conducted in the early fall. There are three periodic assessments, every six to eight weeks which are conducted during the school year. The final assessment of students' Literary Essay and Math project is determined when students present their graduation portfolio in mid to late spring. Teachers attend monthly professional development workshops and assessment norming sessions provided by the Consortium. The indicators used of interim progress and accomplishment are that:

- All seniors in the classes are supported to complete their literary essay and math project with the consortium DYO process.
- All seniors in the classes will complete both the literary essay and math project successfully.
- Interim assessment data is tabulated and used to measure student progress toward a portfolio-able literary essay and math project.
- Interim periodic assessment results inform curriculum design and modifications and classroom instructional practices.
- Graduation portfolios as final assessment of literary essay and math projects indicates the benefit of DYO with benchmarks.

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

- One student is classified as advanced and is situated in the 12th grade.
- The students showed improvement in at least two of the NYSESLAT language modalities.

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

For ELL's more emphasis on writing and reading will be stressed in all classes. Various instructional strategies for ELL's will be encouraged in all classrooms. Additional support to move students from intermediate to advance and from advance to proficient will be stressed.

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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.

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To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

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

Professional development for all staff including subject area teachers, bilingual teachers, ESL teachers, guidance counselors, special education teachers, secretaries and support staff of Middle College High School at LaGuardia is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

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

In September of the new school year, all staff is provided with a calendar of PD for the entire year. When professional development sessions are being conducted, staff is required to sign in. The sign in sheets are held in a folder by the secretaries in the main office. A minimum of 7.5 hours of professional development in ESL are offered per year.

Every year, the Department of Education provides guidance counselors and school leaders professional development in transitioning ELL students from grade to grade and beyond.

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

E. Parental Involvement

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

School-Parent Involvement Policy

1. Middle College High School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Middle College High School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations and parent advisory councils, as trained volunteers and as members of the school professional development advisory council.

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2. The policy encompasses all parents including parents of English Language Learners and special needs students to participate in all workshops and services provided by Community based Organizations such as Laguardia Community College

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

In order to meet the needs of parents, parents are encouraged to take the school survey, participate in school based programs as well as have open communication with school leaders through phone calls and letters.

In developing the Middle College High School Parent Involvement Policy, Middle College PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, Middle College High School will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school such as classroom helper, student for a day activity, school events, school leadership and PTA.

- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association.

Provide technical support when needed.

- Maintain parent coordinators Title 1 funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.

- Provide a school informational meeting on all funding programs in the school.

- Provide written translations.

- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Middle College High School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference

- Maintaining parent participation in school leadership teams

- Encouraging parents to become trained volunteers through Learning Leaders

- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

- Providing school planners for daily written communication between school/teacher and the home.

All programs have translation services available through Laguardia Community College or housed translators from Middle College High School.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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All programs have translation services available through Laguardia Community College or housed translators from Middle College High School.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Ell services are provided by Laguardia Community College and Liberty Partnership. These two collaborative programs allow parents to

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)														0
Intermediate(I)														0
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

Middle College High School at LaGuardia is currently using the New York Performance Standard's Consortium DYO with set benchmark to inform instruction and monitor Seniors' progress toward completion of the English literary essay and Math project. The diagnostic assessment of student work in the literary essay and Math project using the consortium DYO rubrics is conducted in the early fall. There are three periodic assessments, every six to eight weeks which are conducted during the school year. The final assessment of students' Literary Essay and Math project is determined when students present their graduation portfolio in mid to late spring. Teachers attend monthly professional development workshops and assessment norming sessions provided by the Consortium. The indicators used of interim progress and accomplishment are that:

- All seniors in the classes are supported to complete their literary essay and math project with the consortium DYO process.
- All seniors in the classes will complete both the literary essay and math project successfully.
- Interim assessment data is tabulated and used to measure student progress toward a portfolio-able literary essay and math project.
- Interim periodic assessment results inform curriculum design and modifications and classroom instructional practices.
- Graduation portfolios as final assessment of literary essay and math projects indicates the benefit of DYO with benchmarks.

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

- One student is classified as advanced and is situated in the 12th grade.
- The students showed improvement in at least two of the NYSESLAT language modalities.

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

For ELL's more emphasis on writing and reading will be stressed in all classes. Various instructional strategies for ELL's will be encouraged in all classrooms. Additional support to move students from intermediate to advance and from advance to proficient will be stressed.

Middle College High School at LaGuardia is currently using the New York Performance Standard's Consortium DYO with set benchmark to inform instruction and monitor Seniors' progress toward completion of the English literary essay and Math project. The diagnostic assessment of student work in the literary essay and Math project using the consortium DYO rubrics is conducted in the early fall. There are three periodic assessments, every six to eight weeks which are conducted during the school year. The final assessment of students' Literary Essay and Math project is determined when students present their graduation portfolio in mid to late spring. Teachers attend monthly professional development workshops and assessment norming sessions provided by the Consortium. The indicators used 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.

Part VI: LAP Assurances

School Name: Middle College High School @ L

School DBN: 24Q520

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Siegmund	Principal		12/1/11
Kim A. Tramontozzi	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
Linda Amniwah	ESL Teacher		12/1/11
Gonzalo Hidalgo	Parent		12/1/11
Chant Blissett	Teacher/Subject Area		12/1/11
Romia Reid	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
Lauren Ravera	Guidance Counselor		12/1/11
Cyndi Kerr	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q520 **School Name:** Middle College High School

Cluster: 1 **Network:** CFN106

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.

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

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

All communication both written and oral is in English and Spanish. In addition to English and Spanish three letters are translated in Polish, three in Greek, three in bengali and two in Arabic. When interpretation is needed in languages other than English and Spanish, translation services are provided by LaGuardia Community College and International High School. The school will coordinate and integrate parental involvement by providing workshops, ongoing discussion through PTA and School Leadership Team.

At the beginning of the school year, all staff is able to access our in house student information system, SASI. SASI keeps records on all student information including language spoken and written at home. Staff are able to look up a students information and see if parents request written and oral interpeartion services in a language other than English.

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.

Using the language spoken and written report from ATS, written translation services are provided by Socrates Ortiz, Assistant Principal, Parent Coordinator, in-house faculty and by LaGuardia Community College translation services as well as International High School staff with who we share a campus.

The school provides material and training to help parents work with their children's academic needs. We are currently able to provide in house translation services in Spanish, Cantonese, Mandarin, Polish, Russian, French and Romanian. Any other language will be translated using the translation unit or LaguardiaCommunity College translation services.

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.

Using the language spoken and written report from ATS, oral translation services are provided by Socrates Ortiz, Assistant Principal, Parent Coordinator, other in house faculty and by LaGuardia Community College translation services as well as International High School staff and the translation unit.

The school provides material and training to help parents work with their children's academic needs. We are currently able to provide in house translation services in Spanish, Cantonese, Mandarin, Polish, Russian, French and Romanian. Any other language will be translated using the translation unit or LaguardiaCommunity College translation services.

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

All written and oral communication pertaining to student's academic, emotional progress as well as permission/consent slips, disciplinary matter and health services are translated in parent's native language. Parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibilities. All school letters and forms are in the languages required. School documents are translated in a timely manner by using language translation services provided in house from teachers, Assistant Principal and through LaGuardia Community College and International High School as well as the use of translation unit. The Assistant Principal and Programming office ensure that all school communication is translated correctly and in a timely fashion. The two offices work together in the beginning of the school year to develop a calendar as well as meet on a monthly bases.

The school maintains records of all primary languages through the Home Language Survey, which is given to parents upon enrollment at the school.

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: Middle College High School	DBN: 24Q520
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Cyndi Kerr
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 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 checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

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:

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:

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:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

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		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		