



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MIDWOOD HIGH SCHOOL

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

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

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
David Cohen	*Principal or Designee	
Stuart Rothstein	*UFT Chapter Leader or Designee	
Daniel Georges	*PA/PTA President or Designated Co-President	
Cleopatra Duplessey	PA/PTA President or Designated Co-President	
John Lombardi	DC 37 Representative, if applicable	
Jonathan Ho	Student Representative	
Syeda Rasool	Student Representative	
Gwendolyn Garrett Joly	Member/Parent	
Barbara Sanders	Member/Parent	
Mardie Sheiken	Member/Parent	
Jeffrey Ludwig	Member/Parent	
LaShon Scott	Member/Parent	
Felipe Kemp	Member/Teacher	
Gloria Aklipi	Member/Teacher	
Marcia Kaufman	Member/Teacher	
Anthony Odita	Member/Assistant Principal	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Based upon the school receiving a grade of “C” on the Student Progress section of the 2011-12 Progress Report, we are identifying credit accumulation as an area in need of improvement.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June of 2013, Midwood High School will increase by 10%, the overall credit accumulation for 250 at-risk students.

Instructional strategies/activities

The instructional strategies and activities that will be used include:

- We will develop the “push-start” program for a core of students struggling to attend and succeed in their classes. The program will block program these students into the same classroom for 5 periods a day. Teachers will be hand selected and then volunteered to be part of the program based upon their previous success in working with struggling learners as evidenced by prior passing rates and grade distributions in at-risk settings. The program will be supported via a guidance counselors meeting with students monthly, parents participating in meetings to discuss strategies at home and at school to foster success, and implementing various instructional methodologies such as student engagement, questioning for critical thinking and making content relevant to real life as a means of enhancing student motivation for learning. Financial resources will be used to fund instructional technology including a class set of iPads, which will be used to augment the learning experiences of students to provide hands-on, real-time activities as a means to address multiple learning styles. Additionally, per session to fund attendance outreach and after school tutoring will be allocated. Finally the school will purchase the book, 7 Habits of Highly Effective Teens and use within the ELA class for this population of students.
- We will implement after school Big Brother and Big Sister programs aimed at supporting struggling students of color. The programs will meet twice a week after school and will be supported by successful students who serve as Big Brother/Sister mentors. Further supports will come from teachers, librarians, guidance counselors and guest speakers such as local politicians, community professionals and alumni. Participants receive academic support in the form of tutoring, social and emotional support in the form of counseling and motivational speakers, and support with their executive functioning skills. Financial resources will be used to fund per session for the faculty advisors as well as supplies needed to support the program. The school will purchase Smartboard technology to aid the efficiency of instruction as well as allow students to interact with content in ways traditional textbooks do not allow. Additionally, the school will provide a copy of the book, 7 Habit of Highly Effective Teens to support skill building that leads to success.
- We will implement an extended day program whereby students who are not performing at grade level have the opportunity to make up a credit after normal school hours. Teachers will be selected based upon their desire and ability to successfully work with struggling learners as evidenced by past passing rates and grade distributions in at-risk classes. Guidance counselors and the attendance teacher will be used to provide students with counseling and attendance outreach in regards to their process in both day and night school. Financial resources will be used to fund per session for the teachers and faculty advisors as well as supplies needed to support the program. Finally the school will purchase the book, 7 Habits of Highly Effective Teens and use within the ELA class for this population of students.
- School will purchase software to develop elective coursework in Media Arts to support the interest and success factors of at-risk students in elective settings. The software includes Adobe Creative Suites, AutoDesk, Pro Tools.
- The school will purchase on-line databases to support AIS and fostering research skills for at-risk students.

Key Personnel:

Guidance Counselors will review transcript and report card data to identify students who struggle with class attendance and passing their classes and hence, in need of “push/start”. Counselors will also review transcript and report card data to identify students struggling to stay on track for graduation and enroll them in the Big Brother, Big Sister and/or an extended day classes. Teachers, librarians, guidance counselors and assistant principals will collaborate weekly to track student progress. Secretary will be used to handle clerical aspects of the program.

Targets:

Students will demonstrate passing grades in at least 2 classes more in the 2012-2013 school year than they did in the 2011-2012 school year for each of the 3 report cards in each semester.

Timeline:

At the end of each marking period, guidance counselors and teachers will monitor student performance and additional protocols will be established when necessary.

Resources:

Per Session:

- 20 hours X 15 Teachers = 300 Hours Math Tutoring
- 1 Guidance Counselor X 54 Hours = 54 Hours Extended Day
- 2 Hours x 25 Nights x 8 Teachers = 400 Hours Evening School
- 37.5 x 2 Guidance Counselors = 75 Hours Big Brother/Big Sister
- 37.5 Hours X 2 Librarian = 75 Hours Big Brother/Big Sister
- 37.5 Hours x 2 Teachers = 75 Hours Big Brother/Big Sister
- 60 Hours X 1 Supervisor = 60 Hours

Materials:

- 32 IPADS with Cart to Secure, Recharge and Sync and covers to enhance engagement in the “push/start” program by allowing teachers to use internet resources such as nearpod and Khan Academy to provide more personalized instruction.
- 10 Boxes of 8 1/2” X 11 Duplicating Paper
- 5 Toners for Printers to support printing of student work, assessments, classroom materials and supports
- 100 Notebooks to allow students in these programs to perform journal writing
- 5 packs of loose-leaf paper
- 10 packs Chart Paper to be used by teachers and students in classroom settings as a means of posting student work and resources throughout classrooms.
- 1,000 Pocket Folders to support organizational skills for the students in these programs for 2 semesters (1 school year) of coursework.
- Educational Software – Adobe Creative Suite, Autodesk, Pro Tools Avid and Ebsco On-line databases.
- 9 Smartboard upgrades and Bulbs to enhance instructional technology in each classroom and hence make learning more hands-on and accessible for all students.
- 100 copies of 7 Habits of Highly Effective Teens

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Per session, iPads, Adobe Creative Suite, Autodesk, Pro Tools Avid, Ebsco On-line databases, Supplies, SmartBoards, 7 Habits of Highly Effective Teens

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- “Promote greater consistency in differentiating instruction so that teaching more accurately reflects purposeful groupings, tasks accommodate different learning styles, and students are appropriately challenged”.

Per page 5 of the school’s last NYC QR in 2010

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input checked="" type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- 100 IEP students who are reading and writing at least 2 levels below grade level will demonstrate an improvement in their reading and writing by an average of one grade level from the beginning of the Spring 2013 semester through the end of the school year in June 2013.

Instructional strategies/activities

- The school will purchase a 100 user site license for Achieve 3000, a web-based program that focuses on improving reading and writing skills. The program is differentiated for various reading levels and is aligned to the common core standards. The school will identify 100 IEP students who are at least 2 grades behind in reading and writing and who still need to sit for the ELA regents for graduation. These 100 IEP students will be enrolled in the program and students will work with their classroom teachers to adhere to the design of the Achieve 3000 program. The program differentiates materials and instruction based upon the performance levels of the students. The program also provides a baseline exam, which will then be used to track progress, by grade level, throughout the semester by administering formative and summative assessments.
- IEP teachers will be trained through Achieve 3000 representatives in using the program and supporting students develop and advance their reading and writing skills. A classroom has been upgraded to include appropriate technology and will be used to host most of this program. Due to room availability, the school will also purchase a class set of iPads to use with this program when the technology room is not free. Teachers will be trained in using iPads in classroom settings. Achieve 3000’s platform will allow us to differentiate instruction across subjects, specifically leveraging Literacy as a means to improve reading and writing skills.
- The school will create after-school tutoring and credit bearing courses for IEP students who need to enhance their ELA and Math skills and are off-track for graduation. The teachers in the after-school program will utilize Achieve 3000 on the ELA side and an online program called RevolutionK-12 on the Math side. Teachers will also use the book, The 7 Habits of Highly Effective Teens by Sean Covey, to support organizational skills and habits for success.

Key Personnel:

IEP Teachers will be trained in using Achieve 3000 and RevolutionK-12 both for classroom support as well as AIS. The IEP Guidance Counselor will work closely with the IEP teachers to identify 100 IEP students most in need of this support.

Targets:

One grade level increase in reading as evidenced in Achieve 3000 running record levels dependent upon the program baseline exam and subsequent assessments.

Timeline:

Student reading performance will be monitored bi-weekly by teachers using Achieve 3000.

Resources:

Per Diem:

50 Days Substitute Teacher when teachers are in professional development.

68 Prep Period Coverages when teachers are in professional development.

Per Session:

6 Hours x 2 Special Ed Teachers x 20 weeks = 240 hours tutoring

Materials:

Apple PD for 5 Days to train teachers in using iPads in the classroom

Educational Software Achieve 3000

32 IPADS with Cart to Secure, Recharge and Sync, and covers to be used in conjunction with the Achieve 3000 program and as a means of personalizing instruction based upon individual student's level of performance.

420 1.5" Binders

10 copier paper - 8.5 x 11 - yellow ream

40 copier paper - 8.5 x 11 - pink ream

40 copier paper - 8.5 x11 - ivory ream

5 Toners for Printers to support printing of student work, assessments, classroom materials and supports

5 packs of loose-leaf paper to be provided to students for classroom and after-school usage

1,000 Pocket Folders to support organizational skills for the students in these programs for 2 semesters (1 school year) of coursework.

5 Smartboard upgrades and Bulbs to enhance instruction by making the internet, Achieve 3000 and RevolutionK-12 available for demonstration and student usage in classrooms. This in turn will make learning more hands-on and accessible for all students.

100 copies of The 7 Habits of Highly Effective Teens by Sean Covey (Book)

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

Per session, iPads, supplies, Smartboards, per diem, Apple PD, 7 Habits of Highly Effective Teens

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- “Although most students are actively engaged in instruction, some lessons do not reflect multiple entry points or extend successful learning for all students”.
Per page 5 of the school’s last NYC QR in 2010

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Final semester grades in the fall and spring semesters for 100 students in the English/Global Studies pilot program (selected because they are in the lower third of their grade) will demonstrate minimum competency in their English and Global Studies block at a rate 20% better than the remaining lower third students in their English and Global Studies classes.

Instructional strategies/activities

- Last year, the school piloted a block English/Global Studies course for struggling 10th graders and demonstrated success. This year, the school will expand the program from one class to three classes and will double the number of teachers involved (one pair will teach in 2 distinct sections of the program). Data analysis will lead to student selection for the program and then we will align the curricula to meet the needs of struggling learners. This program will include the usage of kinesthetic learning, visual aids such as flash cards, as well as the infusion of instructional technology (i.e. iPads) on a consistent basis. iPads and Smartboard technology will be used together to act as cognitive toolkits for students to access learning materials and resources germane to their individual needs. Teacher programs will be aligned so that each pairing of teachers has a free period for planning together. Teachers in the program will attend the Apple PD (see goal #2) to support their usage of instructional technology in these classes as a means of advancing student engagement and critical thinking. Teachers will also receive per session to extend their common planning time and assess student progress throughout the school year.

Key Personnel:

2 pairs of teachers from English and Social Studies departments will be block programmed with classes to include a common prep period. Additionally, teachers will work with guidance counselors and the program office to have these students programmed in their block for the spring semester to match that of the fall semester.

Targets:

At least 80% of students enrolled in the program will receive passing grades in each of the classes for the fall and spring semesters. This includes each of the marking periods providing 6 benchmarks throughout the school year.

Timeline:

At the end of each marking period, student class performance will be progress monitored by guidance counselors and teachers and additional protocols will be established when necessary.

Resources:

Per Session:

15 Hours x 4 Teachers = 60 Hours Tutoring

Materials:

32 IPADS with Cart to Secure, Recharge and Sync and covers to allow the program to be expanded and have more students engaged in hands-on, experiential learning

Educational Software Global Boosters Flash Cards to provide visual materials in the social studies side of this program

10 Boxes of 8 1/2” X 11 Duplicating Paper

5 Toners for Printers to support printing of student work, assessments, classroom materials and supports
5 packs of loose-leaf paper to support classroom activities.
1,000 Pocket Folders to support organizational skills.
3 Smartboard upgrades and Bulbs to enhance instructional technology in each classroom used in the programs and hence make learning more hands-on and accessible for all students.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Per session, iPads, Flash Cards, supplies, Smartboards

Materials:

4,100 Planners For Students to support organizational skills and responsible decision making.

1,125 Workbooks for Students Executive Functioning Skills

400 Notebooks (Marble) to maintain journals in the SEL classes.

10 Packages of Chart Paper to support engagement and visual aides in the classroom

50 Packages of Markers to support engagement and visual aides in the classroom

10 Boxes of 8 1/2" X 11 Duplicating Paper

200 plastic laminating sleeves for laminating and posting student work and classroom visual aids

5 Toners for Printers to support printing of student work, assessments, classroom materials and supports

400 Pocket Folders to support the organization of student materials in the SEL classes.

5 Smartboard upgrades and Bulbs to enhance instructional technology in each classroom used in the programs and hence make learning more hands-on and accessible for all students.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Per Session, Bulk Hours for School Aides, Planners, Supplies, Smartboards

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Using the NYC School Survey data (formerly the Learning Environment Survey), parent survey trends over the last 3 years shows that the school has slightly improved (a score of 7.1 to a 7.2) in its level of communication with parents/guardians. The school seeks to further improve upon this and extend the trend.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

- The school will enhance communication with parents and families as evidenced by an increase from 7.2 to 7.3 in the parents “communication” section of the NYC School Survey.

Strategies to increase parental involvement and engagement

- The school will create a monthly Newsletter for parents. The Newsletter will be created and distributed by the school’s parent coordinator.
- The school will create a monthly “Breakfast with the Principal” program whereby the first Friday of each month the principal hosts a non-agenda meeting for parents to attend and discuss various issues and situations impacting Midwood High School, students and families. The purpose of the meetings will be to share and articulate the school vision and mission in general and specific updates to school policies and programs. Additionally, the meetings will provide all parents and guardians with the opportunity to have a voice in school decision making
- The school will commit funds to ensure that our school newspaper provides the entire school community, including families, with additional information and perspectives on school events and issues.
- The school will purchase an online gradebook system to allow parents and students to have constant access to real time grades and assessment results. DataCation will also provide parents and students with an opportunity for enhanced communication with the classroom teacher as well as access to materials and resources posted into the system by the teacher.

Key Personnel:

Parent coordinator will manage the creation and distribution of the monthly newsletter. Principal will host monthly “Breakfast with the Principal” and report back to the School Leadership Team. All teachers and administrators will be trained to use DataCation as a means of providing students and families with current individualized data regarding grade status as well as access to materials and resources for improvement.

Targets:

Ability to develop and grow the parent distribution list for the electronic Newsletter to include at least 10% by December 2012, and at least 20% by June 2013. Teachers will be trained to use online gradebook system and at least 25% of the teachers will use the system by December 2012 and at least 40% of the teachers will use it by June 2013. Parent Coordinator will be available in the lobby of the school during parent teacher conferences in October and June to receive feedback from parents regarding the usage of online gradebook system specifically and communication in general. Feedback received during “Breakfast with the Principal” meetings will drive School Leadership Team agenda and opportunities to improve communication.

Timeline:

Newsletter distribution list will grow each month to include at least 10% of the population by December 2012 and 20% by June 2013. At least 25% of the teachers will use the online gradebook system by December 2012 and at least 40% of the teachers will use it by June 2013.

Materials:

Print Newspaper – Argus

Educational Software DataCation to support family engagement by providing access to student data in real time.
Postage for Mailings
10 Boxes of 8 1/2" X 11 Duplicating Paper
5 Toners for Printers to be used to print Newsletter and report cards for parent teacher conferences and to support the school Newspaper program.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Supplies, Newspaper, DataCation, Postage

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Based upon the ELA Regents analysis and focal points of core curriculum efforts, students are focused on reading and writing. They keep journals and portfolios of their work and teacher feedback and most of their work is based upon regents based questions.	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing Achieve 3000 as a primary on line resource.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various online resources which they can use from home, etc.
Mathematics	School provides differentiated algebra and geometry tracks for struggling math learners. Teachers utilize various online resources including programs through RevolutionK12, KHAN academy, JMAP and regentsprep.org. The focus is on getting the students proficient with conceptual understanding	In class, via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing RevolutionK12 as a primary on line resource.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various online resources which they can use from home, etc.

	as emphasized by the common core.		
Science	School offers a science literacy class for struggling science learners. The course builds science literacy for students and prepares them for the rigors of living environment and earth science. Struggling science learners can also access our self-review program, which is a computer-based model of support that students can use in school during a free period.	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring, teacher tutoring and the self-review model.	Students are programmed for the science literacy course during their freshman year based upon their 8 th grade standardized test scores. Most additional services are provided during the school day with additional teacher tutoring taking place both after and before school.
Social Studies	Based upon analysis of past regents exams in social studies as well as the common core focal points, students are focused on argumentative writing by using primary source documents and graphic organizers. The school is infusing the use of iPads into classes with struggling learners as a means of supporting motivation, access to primary source documents and online tutorials.	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various online resources which they can use from home, etc.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors teach a social emotional learning class. Guidance	Individual and small group counseling is provided to at-risk students.	Counselors are available throughout the entire school day and there are additional

	<p>counselors lead our Big Brother and Big Sister programs. These programs provide at-risk students with academic, organizational and social and emotional supports. Counselors conference with students routinely and our crisis management team is always on call.</p>		<p>after school supports four days per week.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The school maintains an extremely low turnover rate of teachers. The Principal and the Assistant Principal of Organization review the school budget, the BEDS survey, Seniority reports and number of new hires each year to assess turnover and make hiring and Professional Development decisions based upon their findings. The Principal works closely with each Assistant Principal, each year, to determine anticipated vacancies in advance so as to be proactive in hiring highly qualified teachers when needed. The Principal and Assistant Principal Organization work closely with the Lead Instructional Mentor to maintain an effective and extensive school-based mentoring program for all new teachers. We additionally work with our CFN Human Resources Director to ensure any hiring decisions are informed by current information about teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8	0	0	4	0	0	2	0	0	14
Dual Language										0
ESL	67	11	6	33	14	4	32	0	14	132
Total	75	11	6	37	14	4	34	0	14	146

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	11	3	3	27
Chinese										2	1			3
Russian										7	5			12
Bengali											1	1	1	3
Urdu										16	9	4	3	32
Arabic										2	1			3
Haitian										3	12	7	1	23
French										1	4	1	1	7
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi												1		1
Polish														0
Albanian														0
Other										5	7	2	7	21
TOTAL	0	46	51	19	16	132								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

a. As per CR Part 154, we program SIFE students according to parents' requests into the Free Standing ESL or Transitional Bilingual Education, or Dual Language program. We provide academic support and additional tutoring via the Title III Saturday Program. The dedicated Guidance Counselor also provides academic intervention and related support services, such as, academic planning, referrals to community support services, and parental support workshops, with translation services available when necessary. In subject areas, SIFE students have specific review sessions after school with teachers to clarify and reinforce material presented in class. They also receive peer tutoring during the students' free periods and lunch. During the Saturday Program, students work on enhancing reading and writing comprehension through Ramp Up for Literacy. These opportunities afford our SIFE students extended instructional time in order to integrate language and literacy development along with content area knowledge. Teachers of SIFE teachers in the content areas meet with ESL teachers on a regular basis to share methodolgies for teaching SIFE students and to address the individual needs of all our SIFE students. SIFE students are also enrolled in small group advisories that meet after school in order to promote organizational and study skills, to support socio-emotional awareness, and to guide students through the process of accumulating credits and preparing for college. These opportunities afford our SIFE students extended instructional time in order to integrate language and literacy development along with content area knowledge.

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

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

d. We provide our Long-Term ELLs with tutorial in the content areas by licensed Midwood teachers, academic intervention, such as, small group instruction during ESL and TBE programs, and after school individual tutoring, Regents tutoring by ESL teachers, availability of subject area support in the Peer Tutoring Center, and related support services through our guidance department. Teachers and guidance counselors maintain home contact with parents of Long Term ELLs to inform them of progress and support positive communication with the home. In the ESL classrooms, long-term ELLs are provided with targeted instruction around all four skills to ensure that they developing English language skills. ELL Periodic Assessments are administered and analyzed twice yearly in order to ensure that areas for growth are addressed throughout the school year and prior to the next administration of the NYSESLAT exam each spring.

A. Programming and Scheduling Information

6. For ELLs with special needs, we follow the mandates of their particular IEPs. Those students who require Special Education Pedagogues for all instruction are provided with a self-contained environment throughout the day. Teachers and paraprofessionals provide ELLs with special needs differentiated support. Special Education teachers also provide our ELLs with test preparation for the NYSESLAT exam. We also support our special needs bilingual population with tutoring supports, computer assisted literacy programs, testing accommodations and translation services for parents and guardians. There are a few students with Alternate Placement Paraprofessionals. These paraprofessionals are assigned to students in their special education classes and during all standardized and classroom exams. Our Alternate Placement Para students are in need of only the supports of the para that are assigned to them as prescribed on their IEP. When the NYSESLAT exam is administered, all the students who are scheduled to take the test are provided with the accommodations mandated on their IEP. In addition to the mandated IEP services, the ELLs in our Special Education program are provided with before and after class one-on-one tutoring and small group tutoring at the Peer Tutoring Center and the ESL Resource Center. They are also provided with peer tutoring within the inclusion environment. In the ESL Resource Center and Peer Tutoring center our students have access to technology and materials such as computers, books on tape, leveled books and videos to better support their learning styles and enrich subject knowledge. Teachers in Special Education classes use computer based literacy programs with diagnostics and assessments. All related support services such as speech and counseling are also provided. A certified ESL teacher supports ESL instruction within the self-contained environment, in order to enhance the students' acquisition of all four skills (listening, speaking, reading, and writing) and to work to build vocabulary and skills specific to the content areas.

7. Wherever possible, ELL-SWDs are programmed for ESL inclusion classes. Where a students' IEP mandates a more restrictive environment, students are provided with literacy support and English language development within the self-contained environment.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

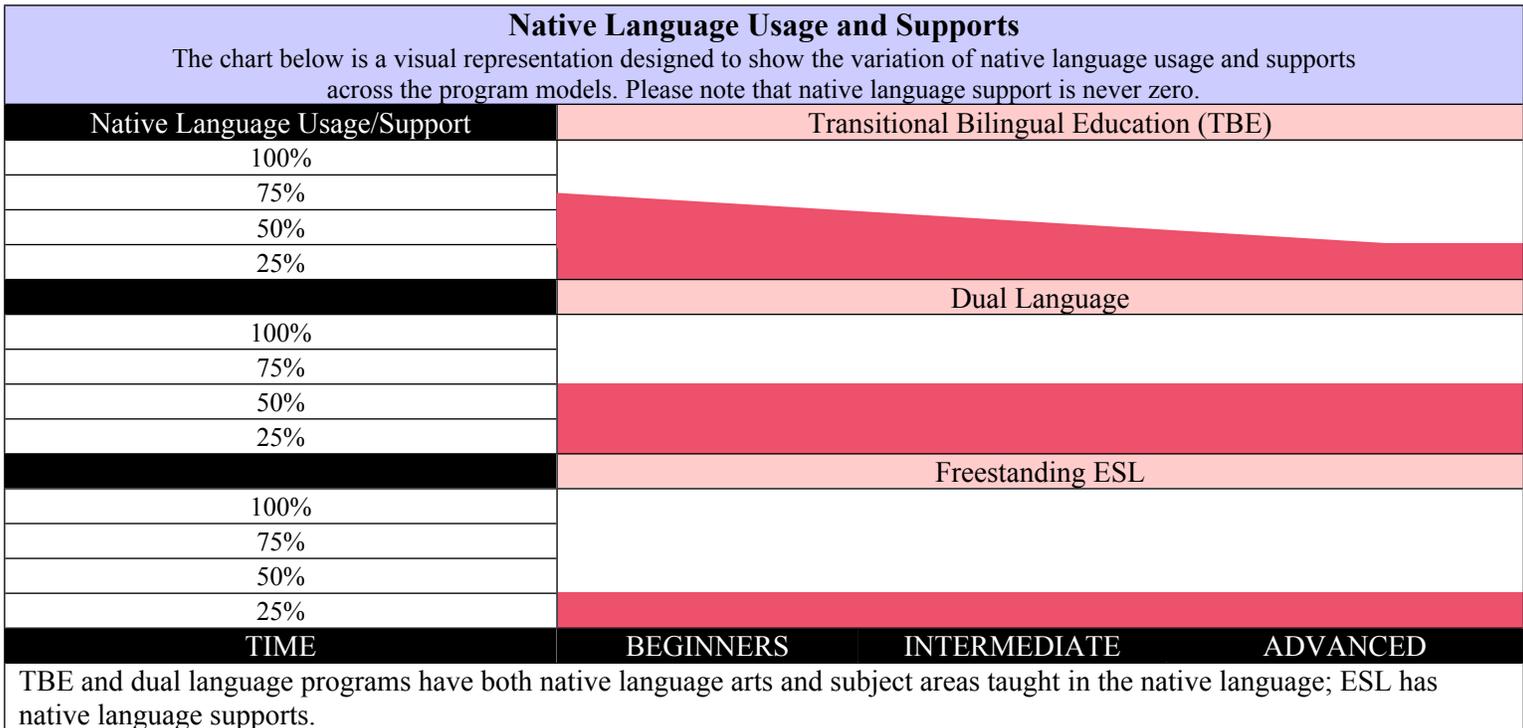
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Haitian Creole			
Social Studies:	Haitian Creole			
Math:				
Science:	Haitian Creole			

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

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

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

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



B. Programming and Scheduling Information--Continued

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

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

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

10. In the upcoming year, we will administer the ELL Periodic Assessment in both the fall and spring to closely follow and monitor the growth of our ELLs so that we can inform our teachers and add resources to better support their needs in the future. Small group advisories will run once a week to provide SIFE students with organizational skills, study skills, socio-emotional awareness, college preparation, peer tutoring, and time management skills. ESL teachers meet once monthly with content area teachers of ELLs to plan for strategies to better support the needs of our ELLs and SIFE students in class. ESL teachers hold weekly common planning meetings to review data and explore strategies to support our ELLs in the classroom. We will continue to improve our ELL library with leveled books to provide opportunities for growth in reading at all levels. We will add more native language books to this reading library, so that students can

continue to develop literacy skills in the native language. Our focus as educators will continue to stress ELL students' need to participate in one-to-one discussions with the teacher and guided group instruction. We will also continue to enhance our Title III Saturday program for English Language Learners by adding more computers with software such as The Merit Software.

11. None of our current programs will be discontinued.

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

13. Instructional materials for newcomers, SIFE, and Special Education students include grammar textbooks, reading anthologies, a differentiated independent reading library, and beginner level language software (Tell Me More). The students receiving services for 4 to 6 years, SIFE, and Special Education students are provided with social studies texts designed for ELLs with content in both Global and United States History, adaptations of classic works of literature, authentic fiction and non-fiction reading material, and grammar textbooks. Long Term ELLs, SIFE, and Special Education students are also provided with grammar textbooks and authentic reading materials, including full length plays and novels. Students at all levels and subgroups are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including both Global History and U.S. History texts in Social Studies, Native Language Arts textbooks, and works of literature to maintain skills in the native language and develop academic course content knowledge. General supplies such as paper, and print cartridges for the ESL Center are available to all students. English, Global Studies, and Living Environment tutoring is available using web-based DBQ and Biology learning sites in their instruction. Students may access these sites in the ESL Lab which is equipped with multiple computers. A lending library of fiction and non-fiction books in all levels in English and the students' native languages is available in our ESL Lab. In addition, bilingual dictionaries in the ELL students' native languages, bilingual subject glossaries and copies of the students' content area text books are on hand for tutoring and homework help. We further support our students by also having on hand access to literature, history and language arts books in the ELL's native languages. Most notably, we ensure our ELL students equitable access to much needed computers and print services. We have installed computer software designed to enhance our ELL students' speaking, listening, reading and writing skills (Tell Me More), as well as Rosetta Stone English levels 1-3. ELL teachers, along with many content area teachers, utilize Smart Board technology in its multimedia capacity to enrich curriculum by activating prior knowledge and make more real world curriculum connections. Teachers use Power Point regularly to present material to students, as well as assigning projects to students which may utilize Power Point presentations. Students are thereby gaining useful practice in the real world use of technology in the furtherance of content and language acquisition.

14. Students in the Freestanding ESL Program are encouraged to use glossaries and bilingual dictionaries in all classes so that students can continue to acquire vocabulary in the native language while learning new words in English. We encourage students to process new information in their native language through small group discussion or journal writing in order to facilitate the acquisition of content in English. Where possible, instructions and background information are provided to students by peers and teachers. In the bilingual program, instruction is provided in the native language. Students in this program develop all four language skills in their Native Language Arts (Haitian) classes: listening, speaking, reading, and writing. This is accomplished through the communicative approach in second language acquisition, implementation of the Balanced Literacy model, cooperative learning activities, paired activities, use of the writing process, readings in literature, classroom libraries, videos, and other strategies which foster language development. The same strategies used to develop Native Language Arts skills are used in ESL classes.

15. Required services support and resources are appropriate to the ELLs ages and grade levels. Students are being supported and prepared to meet the requirements for high school graduation through appropriate programming, coursework, and materials used in all classes. Students are provided with tutoring appropriate to meeting the goal of completing course requirements and successfully passing all required state examinations. ESL teachers incorporate content material and vocabulary during English language instruction to prepare students for content area coursework and Regents examinations.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development for all staff members is designed to bring their level of expertise with ELLs to an instructional peak. Teachers of ESL, Native Language Arts (Haitian) bilingual content area classes and other staff members, including guidance counselors, paraprofessionals, Assistant Principals, Special Education Teachers, Psychologists, Speech Therapist, and Occupational and Physical Therapists attend staff development workshops and conferences which focus on development and implementation of instructional strategies designed to facilitate ELL/LEP students' acquisition of English language proficiency. During these workshops, teachers develop and revise existing curricula, and align them to New York State ESL and ELA performance standards. Teachers work to develop instructional strategies designed to facilitate implementation of the curricula in both ESL classes and in the content areas during monthly common planning sessions led by ESL pedagogues. Teachers also receive professional development to assist pupils in achieving NYSED ESL and ELA performance standards, and to assist students in preparation for the NYSESLAT Exam. ESL teachers, ESL content area teachers, bilingual content area teachers, and the Native Language Arts teacher will attend professional development workshops and conferences provided by district 22 and joint department conferences (i.e. Foreign Languages, English, Social Studies, Science, etc.). All teachers, paraprofessionals, guidance counselors, secretaries and the Parent Coordinator will receive the training for personnel of ELLs mandated by the New York State Education Department. Teachers will attend QTEL training, professional development workshops for teachers of ELLs sponsored by both the district or network, and local colleges and universities. We conduct bi-annual professional development for all previously mentioned staff on Election Day, November 8, 2011 and Chancellor's Conference Day June 7, 2012.

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

3. To fulfill the minimum of 7.5 hours training required from all staff, teachers will attend Professional Development conducted by ESL trained teachers, professional organizations, district leaders, and community members. Teachers will also conduct inter-visitations. All staff will be required to sign an attendance sheet as proof of fulfilling those hours.

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?

1. Parents, family members, and community members are welcome and encouraged to volunteer in school activities and to participate in the education of all of our students. In order to increase parental involvement, we encourage all parents, including parents of ELLs, to take part in PTA meetings, open school nights, and students' extracurricular and curricular activities. We encourage them to visit each classroom and to use the educational software in our ESL Lab room with their child. Parents are allowed to sit in their child's classroom on the invitation of the teacher. Family members are invited to participate in the life of the class as guest speakers to share life experiences and other relevant expertise with the students. Parents are invited to participate in our multicultural day event. Parents are encouraged to assist in coordinating special events in the school. In addition to the initial orientation for parents of newly enrolled ELL/LEP students, we provide a back to school orientation for the parents of all ELLs in the second or third week of the school year. Teachers of ELLs reach out to parents by mail and by phone to maximize attendance at this orientation. During this session parents are provided with the following information: overview of Midwood's ESL/Bilingual program, school expectations, fall and spring school calendar, student and parent handbooks, Getting to Know High School: Helpful Hints for Parents pamphlet, the Guide for Parents of English Language Learners, schedule of Parent Association meetings, Foreign Language Department ESL/Bilingual progress report, distribution of report card dates, graduation requirements card, and tutoring and support services. Parents will also be introduced to the following personnel: AP Foreign Languages, ESL teachers, ESL guidance counselor, Parent Coordinator, and other pertinent personnel who present our ESL and Transitional Bilingual programs, discuss graduation requirements, remind parents about testing modifications and NYSESLAT testing, and meet one-on-one with parents in an informal setting. Teachers, parents, and school leaders will work to create an open door policy where parents will become true members and stakeholders in our school.

2. Workshops are offered by one of our community members, NYS HABETAC. This organization supports the needs of Haitian students in the search of professional development and job placement during and after high school. It also supports the development of family ties within the Haitian community. We are also planning to foster a community link for all ELLs through ALBETAC, the Asian Languages Bilingual / ESL Education Technical Assistance Center.

3. In order to evaluate the needs of the parents and to cater to their needs, the school sends surveys for parental feedback and encourages them to be part of our School Leadership Team. Our ELL parent survey asks parents for the following information: the best way to contact them, biographical data, educational background of parents and children, personal skills they can offer us to help us support our program, the academic needs for their children as they perceive them, what workshops they would like to attend, and their availability for meetings and workshops. The school also conducts feedback sessions through the Parent Teacher Association and the School Leadership Team.

4. Through the help of our parent coordinator, Carol Ardito, we will create classes during our Saturday program to coach our parents and students on how to set up short term and long term SMART goals with continuing support from the school community. The parents of our ELLs have an open invitation to our Saturday program so that they can see what their children have done during the week and the teachers may answer any academic questions or concerns they have. In response to our parents need, via oral feedback and one on one conversations, we conduct workshops strictly for our ELL parents on the topics of graduation requirements, Regents Exams, College Readiness, College Application Process, computer skills (including access to ARIS and online grading), and New York State Testing Modifications.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	6			10
Intermediate(I)										26	15	9	5	55
Advanced (A)										22	29	10	8	69
Total	0	0	0	0	0	0	0	0	0	52	50	19	13	134

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

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

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

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

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

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

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

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

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

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

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

4. Periodic assessments tell us that our ELLs struggle more with reading and writing. This affects their performance in core subject and Regents Exams, especially Global Studies and Living Environment, both of which require advanced reading and writing skills. In both our ESL program and our Transitional Bilingual program, students take the required Regents exams. Their passing rate is comparable to that of the LASI students in our school. LASI (Liberal Arts and Sciences Institute) is a program in which students choose one of six strands (Pre-Engineering and Technology, Communication and Media Arts, Law, Leadership and Community Service, Performing Arts, Gilder Lehrman Exploration of American History, or Health Careers). Historically, our students have opted to take the test in English, even though they are also provided with the same test in their native language. We do not, therefore, have data to compare tests taken in English and those taken

in the native language. School leaders and teachers are using the results of periodic assessments to inform scheduling and programming for our ELLs, as well as to inform instructional practices throughout all their subjects. Based on the ELL Periodic Assessment, teachers are able to focus instruction to the appropriate modality in anticipation of the Spring NYSESLAT exam. Many of our students continue to struggle on the Reading and Writing modality. In response, teachers have both adapted curriculum and incorporated more reading and writing practice into daily instruction. Students at the Beginner level have in-class time to develop Native Language reading and writing skills during weekly Native Language independent reading time. Students are encouraged at all levels to continue to process new information and skills in the Native Language in their ESL and content area classes.

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Midwood High School

School DBN: K405

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Cohen	Principal		10/31/11
M. Teresa Fernandez	Assistant Principal		10/31/11
Carol Ardito	Parent Coordinator		10/31/11
Veronica Coleman	ESL Teacher		10/31/11
Daniel Georges	Parent		10/27/11
Joey Pavone	Teacher/Subject Area		10/31/11
Marie Volcy	Teacher/Subject Area		10/31/11
	Coach		10/30/11
	Coach		10/30/11

School Name: Midwood High School

School DBN: K405

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kendra Lane	Guidance Counselor		10/31/11
William Bonner	Network Leader		10/30/11
Maria M. Rizzi	Other <u>A.P. Special Ed</u>		10/31/11
	Other		10/30/11
	Other		10/30/11
	Other		10/30/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **CFN 405**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Midwood High School	DBN: 22K405
Cluster Leader: Chris Groll	Network Leader: William Bonner
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Subgroups and grade levels to be served

Part B: Direct Instruction Supplemental Program Information

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

Schedule and Duration

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

Language and Instruction

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

and licenses of teachers involved.

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

Types of Materials to be used

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

Part C: Professional Development

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

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

Begin description here:

Rationale

Teachers need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge. Midwood High School has adopted a common planning

Part C: Professional Development

schedule that allows seventy minute blocks of time for meetings every Wednesday. One Wednesday a month is devoted to ELL training on a schoolwide basis. All teachers in this program attend these staff development workshops making a total of 40 hours of ELL training.

Teachers to receive training

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

Schedule and duration

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

Topics to be covered

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

Name of provider

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale

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

Part D: Parental Engagement Activities

the parents of our students are always welcome in our classroom, we have scheduled days that parents are formally invited to come to Midwood, have coffee and a light breakfast, and watch their children work or see the outcome of their work in an oral presentation.

Schedule and Duration

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

Topics to be Covered

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

Name of Provider

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

How parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$16072

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

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

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