



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: Middle College High School @La Guardia Community College**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **24Q520**

PRINCIPAL: **Linda Siegmund**

EMAIL: **Lsiegmu@schools.nyc.gov**

SUPERINTENDENT: **Juan Mendez**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Socrates Ortiz	*Principal or Designee	
Ann Trzcinski	*UFT Chapter Leader or Designee	
Gonzalo Hildago	*PA/PTA President or Designated Co-President	
Cathy Clifford	DC 37 Representative, if applicable	
Gonzalo Hildago Jr Eliza Duarte	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Linda Siegmund	Member/Principal	
Michael Cooper	Member/Guidance	
Minelia Encarnacion	Member/Parent	
Nora Bibb	Member/Parent	
Diane Manuel	Member/Parent	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, 95% of all literacy teachers will develop curriculum maps and design instruction incorporating common core learning standards which demonstrates how grounded reading, writing and discussion will be evidenced by students.**

**By June 2013, 90% of all Math teachers will develop curriculum maps and design instruction incorporating common core learning standards which will increase fluency application and conceptual understanding as evidenced by students in discussion and work products.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**To ensure all teachers complete the above professional requirement we will provide ongoing Professional development throughout the year including Department meetings, Instructional Team meetings and Professional Teams which were created through the stated needs of the Professional staff**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **All teachers participate in two department meetings a month and will design instruction aligned with CCLS as delineated in Curriculum Maps. Modification of Curriculum Maps and Unit Plans will be ongoing based on student evidence, observations and progress of class.**
- **Professional development will be implemented to assist all teachers which will be supported by assistance from CFN Academic coach and utilizing the Common Core Library as a resource.**
- **Teachers work in interdisciplinary teams and are provided with common planning time through Instructional Team meetings which meet once a month. Student interventions are developed, strategies are shared and activities are planned.**
- **As members of NY Performance Consortium, professional development is provided throughout the year for all membership.**
- **Using a research based teacher effectiveness tool, snapshots and formal observations will be performed that reflect feedback around the instructional shift to move practice. Implementation of this plan is from September 2012-June 2013.**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**PTA Meetings and School Leadership meetings held once a month to inform and discuss reports and changes taking place. Monthly calendars distributed to parents to inform them of all activities within the school. Communication through mailings**

emails and telephone calls for any modifications which may occur throughout year. Parents will be invited to Spring Expo night which demonstrates student progress throughout the year. Parents will be invited to a training workshop in the use of ARIS Parent Link. A school based web site has been developed to inform parents re: relevant data about the school, upcoming changes, scheduled activities and meetings

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start
- **All Faculty and staff participate as requested in PTA meetings, SLT meetings and all special programs we have for reaching out to parents. Per session budget is used to support participation whenever indicated and the Parent coordinator's hours are adjusted as needed. All funding is through FSF and Tax levy budget.**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, improve overall student progress as demonstrated by a 5% increase in the number of students earning 10 credits per year to meet the state's graduation requirements.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**As a school we need to increase student progress based on our recent Progress report. Although the state has rated us as a school in Good Standing, we need to improve the overall performance of the annual progress of all of our students.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Provide academic support through mandated extended time. Develop intervention strategies for all struggling students through Instructional grade team discussions and action planning.**
- **Provide mentoring for all 10-12th graders to support our graduation by exhibition (Portfolio) process.**
- **Benchmark assessments will be completed at 3, 6, and 9 week intervals.**

**Professional development groups have been created to enhance classroom instruction: Special Education Strategies, Teacher Peer Group, Strategies Via Technology. Each professional group is facilitated by an expert staff member in that field.**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings. Include them in intervention strategies as needed to enhance student success. Encourage participation in all parent activities, Parent Orientation, PTA meetings, School Leadership Team, and Spring Expo Night. A school based web site has been developed to inform parents re: relevant data about the school, upcoming changes, scheduled activities and meetings**

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Collaboration with LaGuardia Community College which provides students with the opportunity to earn dual credit.**

**Administrative staff and the CFN academic coach co-plan professional development to support in class teaching strategies.**

**College liaison( comp teacher position) is assigned to plan and program students for college classes and also facilitates seminars with other specialized teachers to provide academic support. OTPS funds used to provide instructional materials, technical resources and supplies. Per session funds provided for distributive leadership positions (Team leaders, department chairs) and DYO meetings and workshops. All funding is through FSF and tax levy budget and/or Per Session budget as indicated.**

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Improve college preparedness by increasing the number of 10<sup>th</sup> grade students by 10 enrolled in college courses at LaGuardia Community College.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**To continue to improve college and career readiness for all students to ensure they are prepared for life after High School.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation
- **Provide support for all 10th graders enrolled in college courses through Seminars facilitated by high school teachers.**
- **Monitor attendance in college classes through LaGuardia Community College web attendance process.**
- **Continue to meet with College Department Chairs to expand the number of college courses offered.**
- **In conjunction with International High School we have begun a pilot program combining students from both schools, developing a cohort college class for Beginning Drawing.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. All students enrolled in college classes attend a mandatory Seminar facilitated by a high school faculty member who is in contact with parents if students are not attending or struggling in college class. All parents' sign a contract with Middle College that students are expected to enroll in college classes.**

**A school based web site has been developed to inform parents re: relevant data about the school, upcoming changes, scheduled activities and meetings.**

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Early College Division of CUNY through a proposal from Middle College covers some of the expense of college classes**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**All funding is through FSF and tax levy budget and/or Per Session as indicated. Funding for college classes is through a CUNY proposal to the Early College Division at CUNY. The budget is held at the Academic Affairs Business Office.**

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Improve teacher effectiveness by developing a shared understanding of instructional excellence aligned with the mission and the vision of the school as evidenced by walkthroughs.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Based on research based studies, conducting frequent short observations which provide targeted and meaningful feedback increases teacher effectiveness in the classroom.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **A schedule for teacher observations has been developed and followed by the Administrative staff as indicated by UFT and DOE contract agreement.**
- **Individual goals have been developed by all teachers in September 2012 based on self-assessment and selected components of a research based framework for effective teaching. Meaningful feedback with documentation will be provided for all teachers using the components of the research based teacher effectiveness rubric. Professional development on the components is ongoing to increase teacher effectiveness.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**A school based web site has been developed to inform parents re: relevant data about the school, upcoming changes, scheduled activities and meetings.**

#### **Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**All funding is through FSF and tax levy from our budget and/or Per session budget as indicated.**

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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	Reading interactive writing, supportive evidence for analysis, reflection and research, use of technology, testing strategies and best practices	Small group instruction, direct and indirect instruction, Co- teaching extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays.
Mathematics	Adaptive reasoning, conceptual understanding, problem solving, abstract reasoning, testing strategies and best practices	Small group instruction, direct and indirect instruction, Co-teaching, extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays.
Science	Interactive, experiential learning, write informative scientific procedures and experiments, support information, use of technology, testing strategies and best practices.	Small group instruction, direct and indirect instruction, Co- teaching extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays.
Social Studies	Writing for argument focused on content and skill, write informative	Small group instruction, direct and indirect instruction, co teaching, extended time,	During the day and extended time, afterschool and Saturdays.

	<p>explanatory text including narration of historical events. Writing and rewriting, use of interactive technology, testing strategies and best practices.</p>	<p>Resource room, collaboration with Liberty Partnership tutoring program.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>After school small group support services, advisement, development of action plans and communication with parents.</p>	<p>One on one counseling services provided by Guidance Department, SBS Team, Social Worker, School Psychologist as well as participation in developmental groups led by Guidance Counselors. Other outside support agencies are also recommended to students and families.</p>	<p>During the day and extended time, afterschool and Saturdays.</p>

### 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.

**Middle College High School has the ability to attract highly qualified teachers by networking and collaborating with colleges and universities within NYC and across the country. We are a part of and member of the Middle College National Consortium, and NY**

**Performance Standards Consortium. Located on the campus of LaGuardia Community College, enables us to collaborate with CUNY and SUNY education programs. All classes at Middle College are taught by NYS and NYC licensed teachers.**

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

**Teachers are invited to attend monthly meetings at the New York Performance Standards Consortium. The focus of these meetings is on instruction and assessment.**

**All of our teachers are Highly Qualified as reported on the BEDS survey.**

# THE MIDDLE COLLEGE HIGH SCHOOL

45-35 VAN DAM STREET –L101 LONG ISLAND CITY, NEW YORK 11101 (Building Address)  
392-3330

Tel # (718)

31-10 THOMSON AVENUE LONG ISLAND CITY, NEW YORK 11101 (Mailing Address)  
3315

Fax # (718) 392-

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## PARENT INVOLVEMENT POLICY (PIP)

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 1<sup>st</sup> 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;

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## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

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

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>27</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>494</b>	Total Number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.20%</b>
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## Part II: ELL Identification Process

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

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

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

The people responsible for the screening instruments are:

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

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

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

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

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

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

offered at this time.

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

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

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

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

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

ELLs by Subgroups										
	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										0
Dual Language										0
ESL							1			1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	1	1
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>											

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

### Plan for SIFE Students:

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

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

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

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

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

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

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

The one student we have who receives ELL services does not have an IEP. For a student who would have an Individualized Education Plan (IEP's), the student would receive full support from the instructional teams to which they belong. Students with IEP's are included in mainstream classes and receive additional services in language and counseling. All students with IEP's receive additional academic assistance in accordance with the particular needs of their individualized IEP's. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Students with ELL-SWD, according to the IEP meet with our bilingual ESL teacher who is also a certified IEP teacher, Linda Amniwah. According to the students IEP either push in or pull out services and appropriate instructional programs are provided within the least restrictive 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:

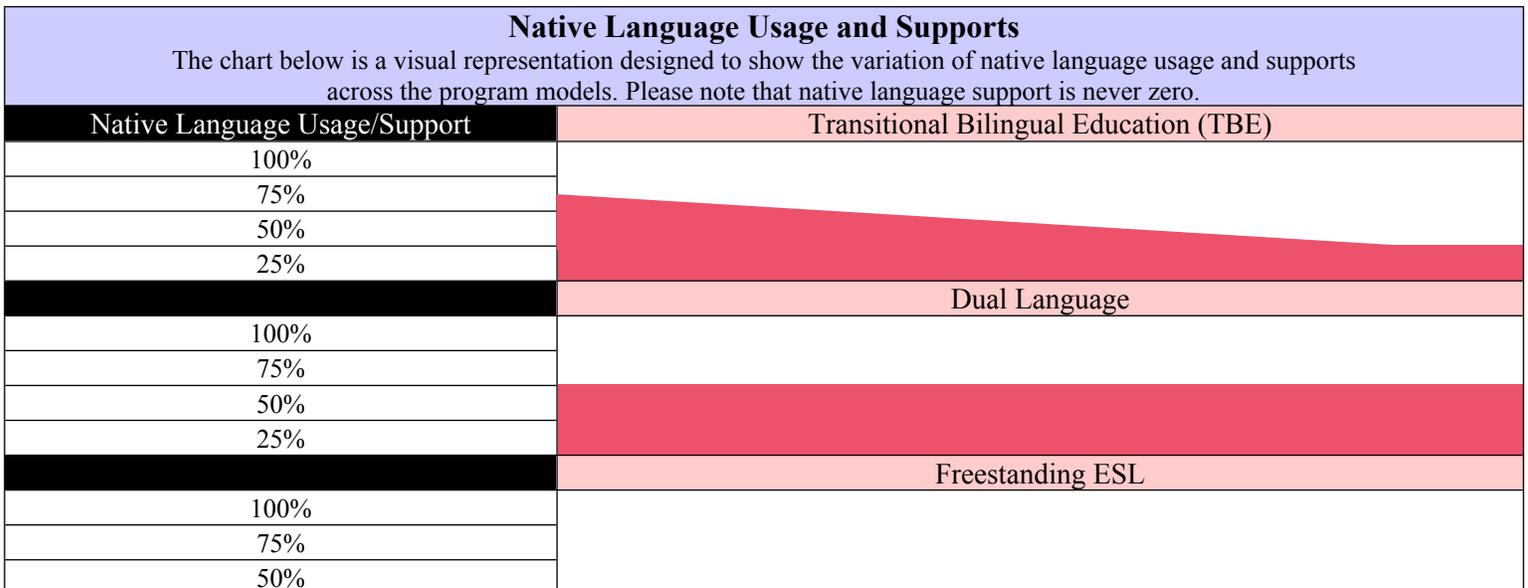
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		

Social Studies:	N/A
Math:	N/A
Science:	N/A


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

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

Transition Plan for students reaching proficiency:

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

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

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

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

We are not discontinuing any previous programs at this time.

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

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

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

support for all students.

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

Instructional Materials used:

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

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

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

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

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

The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

Middle College High School at LaGuardia awards six high school credits in the students native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.

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

### **C. Schools with Dual Language Programs**

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

N/A

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

## E. Parental Involvement

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

### School-Parent Involvement Policy

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

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

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

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

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

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school such as classroom helper, student for a day activity, school events, school leadership and PTA.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title 1 funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

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

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

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

School.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ELL services are provided by Laguardia Community College and Liberty Partnership. These two collaborative programs allow parents to participate in English language workshops free of charge. This program is offered to all parents at Middle College High School.

3. How do you evaluate the needs of the parents?

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when distributed at PTA meetings.

4. How do your parental involvement activities address the needs of the parents?

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator Parents have requested to have an interpreter available at all meetings so as a result, meetings are in both English and Spanish.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	1	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

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

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

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

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

- All seniors in the classes are supported to complete their literary essay and math project with the consortium DYO process.
- All seniors in the classes will complete both the literary essay and math project successfully.

- Interim assessment data is tabulated and used to measure student progress toward a portfolio-able literary essay and math project.
- Interim periodic assessment results inform curriculum design and modifications and classroom instructional practices.
- Graduation portfolios as final assessment of literary essay and math projects indicates the benefit of DY0 with benchmarks.

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

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

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

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

Middle College High School at LaGuardia is currently using the New York Performance Standard's Consortium DY0 with set benchmark to inform instruction and monitor Seniors' progress toward completion of the English literary essay and Math project. The diagnostic assessment of student work in the literary essay and Math project using the consortium DY0 rubrics is conducted in the early fall. There are three periodic assessments, every six to eight weeks which are conducted during the school year. The final assessment of students' Literary Essay and Math project is determined when students present their graduation portfolio in mid to late spring. Teachers attend monthly professional development workshops and assessment norming sessions provided by the Consortium. The indicators used of interim progress and accomplishment are that:

- All seniors in the classes are supported to complete their literary essay and math project with the consortium DY0 process.
- All seniors in the classes will complete both the literary essay and math project successfully.
- Interim assessment data is tabulated and used to measure student progress toward a portfolio-able literary essay and math project.
- Interim periodic assessment results inform curriculum design and modifications and classroom instructional practices.
- Graduation portfolios as final assessment of literary essay and math projects indicates the benefit of DY0 with benchmarks.

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

No assessments are done in the Native Language.

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

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

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

## Part VI: LAP Assurances

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 1      **Network:** CFN106

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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