



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MIDWOOD HIGH SCHOOL
DBN (i.e. 01M001): 22K405
Principal: MICHAEL MCDONNELL
Principal Email: MMCDONN2@SCHOOLS.NYC.GOV
Superintendent: TAMIKA MATHESON
Network Leader: MICHAEL MEHMET

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
MICHAEL MCDONNELL	*Principal or Designee	
STUART ROTHSTEIN	*UFT Chapter Leader or Designee	
KAREN TAM	*PA/PTA President or Designated Co-President	
JOHN LOMBARDI	DC 37 Representative, if applicable	
JONATHAN HO SINDI AGALLIU	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
GLORIA AKLIPI	Member/ TEACHER	
MARCIA KAUFMAN	Member/ TEACHER	
SHANNON CONNORS	Member/ TEACHER	
	Member/	
JEFFREY LUDWIG	Member/ PARENT	
DENNIS FEINSTEIN	Member/ PARENT	
CORINE E HALY	Member/ PARENT	
URSULA EDWARDS	Member/ PARENT	
RANDY RICHARDSON	Member/ PARENT	
BARBARA SAUNDERS	Member/ PARENT	
TERESA FERNANDEZ	Member/ ASST PRINCIPAL	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
x	1. A major recommendation with HEDI rating
x	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
x	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
x	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 22K405

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	3877	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	50	# SETSS	51	# Integrated Collaborative Teaching	79
Types and Number of Special Classes (2013-14)					
# Visual Arts	45	# Music	33	# Drama	N/A
# Foreign Language	180	# Dance	N/A	# CTE	1
School Composition (2012-13)					
% Title I Population	1.3%	% Attendance Rate			92.0%
% Free Lunch	46.7%	% Reduced Lunch			4.7%
% Limited English Proficient	3.8%	% Students with Disabilities			5.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			33.9%
% Hispanic or Latino	12.2%	% Asian or Native Hawaiian/Pacific Islander			31.5%
% White	21.8%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			12
# of Deans	N/A	# of Counselors/Social Workers			15
% of Teachers with No Valid Teaching Certificate	0.6%	% Teaching Out of Certification			4.8%
% Teaching with Fewer Than 3 Years of Experience	7.1%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	90.2%	Mathematics Performance at levels 3 & 4			84.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			84.9%
6 Year Graduation Rate	93.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The 2012-2013 SCEP started the process of supporting struggling learners. It provided the per session and materials needed to set up the academic interventions needed.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The main area of improvement needed was to include the alignment of curriculum with the common core.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
The difficulty of including all stakeholders in a large high school				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
We fully implemented the activities included in the 2012-2013 SCEP.				
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Continuing to provide academic assistance for students while challenging them with the Common Core aligned units of study.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
SWD's will increase their passing percentages on Regents exams by an average of 10% or more and gain more credits per year than the 2012-2013 freshman cohort.				
Describe how the school leader(s) will communicate with school staff and the community.				
The principal will communicate with the staff through staff development meetings and weekly newsletters. The principal will communicate to the community through our school website and the "Breakfast with the Principal" program.				
Describe your theory of action at the core of your school's SCEP.				
Our SCEP is built on the idea that sound pedagogy is at the core of Midwood High School. Lessons that are aligned with the common core challenge all learners to think critically and apply that knowledge in new situations. The use of technology allows teachers to engage all students and provides opportunities not available in traditional school formats. These lessons allow for multiple entryways into the curriculum and provide ALL students with the ability to develop the critical thinking skills needed for college and careers.				
Describe the strategy for executing your theory of action in your school's SCEP.				
Some of the projects have already started. Other components will be rolled out over the next month. Staff will be trained and all materials purchased by the end of December. Student academic supports will phase -in throughout the spring term.				
List the key elements and other unique characteristics of your school's SCEP.				
We believe that we have the experienced staff to develop these types of lessons. Given the supplies ordered and some training we expect complete implementation				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
I will delegate some of the authority to my 11 assistant principals and teacher leaders. We have already identified people in charge of the various components.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- **Further refine the practice of utilizing the results of assessments, particularly at the classroom level to ensure a clear representation of student needs. (2.2)**

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Even though we were rated effective in this category, the number of students attaining 10+ credits a year (especially in our lowest third) has been highlighted as an issue by the Midwood High School cabinet and SLT based on the 2012-2013 NYC School Progress Report. By June 2014, the percentage of freshman attaining 10+ credits will increase by 10 % over the freshmen rate in 2012-2013.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. We will develop the "push-start" program for a 20 to 30 students struggling to attend and succeed in their classes. The program will block-program these students into the same classroom for 5 periods a day. Teachers will be hand selected and volunteer to be part of the program based upon their previous documented success in working with struggling learners. The program will be supported via a guidance component, a parental outreach component, and implementing various instructional methodologies and technologies aimed at enhancing student motivation for learning.
2. We will implement an extended day program whereby over 100 students who are not performing at grade level have the opportunity to make up a credit after normal school hours. Teachers will be selected based upon their desire and documented ability to successfully work with struggling learners. There are guidance and attendance outreach components built into the structure. Financial resources will be used to fund per session for the teachers and administrators and to purchase up to 400 seats in the APEX learning curriculum needed to support the program.
3. Creation of a tutoring/test retake program. Freshman who fail unit exams will have the opportunity to attend a 1.5 hour combined tutoring/testing retake session in Algebra 2, Living Environment 2 and/or Global History 2. Teachers will use an online testing program (Test Wizard) to create individualized tests for failing students. Students will use the iPads to use web based review sources for forty-five minutes. They will then take the individualized exam for the next forty five minutes. When a student receives a grade of 65 or higher on the exam retake, their original exam score will be changed to a 65 to indicate that they have attained mastery of the material.
4. SWD's and Ell's will use the Achieve 3000 program. The program will assist student in finding reading material at their reading level. This program will be used as a "stand alone" and will also be used in classes.

2. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselors will identify students in need of "push/start" and program students for extended day. Teachers, librarians, guidance counselors and assistant principals will collaborate weekly to track student progress.
2. Guidance Counselors will program students for extended day. Teachers will instruct students. An assistant principal will supervise the program.
3. Classroom teachers will identify students who have failed unit exams. Teachers will use testing program and tutoring after school to allow students to re-take exams. Once a student attains a 65 or higher their classroom grade for that unit exam will be raised to a 65.
4. Special Education teachers will create lessons and track student progress in Achieve 3000.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students will demonstrate passing grades in at least 2 classes more than they did in the Fall 2013 for each of the 3 report cards in the Spring 2014 semester.

2. At least 75 % of students will pass extended day class.
3. Freshmen earning 10+ credits in their first year will increase by 10%.
4. SWD's will increase their reading level by .5 standard deviations.

4. Timeline for implementation and completion including start and end dates

1. At the end of each marking period, student class performance will be monitored progress by guidance counselors and teachers and additional protocols will be established when necessary.
2. Students will be programmed in February 2014. Classes will begin in March 2014 and run until May 2014.
3. Teachers will be assigned in February. Retakes will be available until the end of May 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 5 Smartboard bulbs, 5 packs of looseleaf paper, 1 Guidance Counselor x 60 hours (per session), 1 programmer x 100 hours (per session)
2. 1 Guidance Counselor X 54 Hours = 54 Hours (Extended Day), 5 Hours X 8 Teachers X 15 weeks = 600 hours evening school, 60 Hours X 1 Supervisor = 60 Hours (Extended Day), 20 boxes of 8.5 by 11 inch duplicating paper, 10 printer toners, 100 notebooks, 5 Smartboard Bulbs
3. 2 Hours X 6 Teachers X 16 weeks = 192 hours (Tutoring/Retake), 4 hours X 16 weeks = 64 Supervisor hours (Tutoring/Retakes)
4. Achieve 3000 program, 2 hours X 15 weeks X 8 teachers = 240 per session hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
x	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- **Promote more consistent and pervasive use of differentiated instructional practices, including purposeful grouping and questioning techniques, across classrooms as a means to address students' multiple learning styles.**

Review Type:	Alt DQR	Year:	2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Even though we were rated effective in this category, the recommendation on the DQR clearly indicates the need for incorporating differentiation into classrooms. By June 2014, classroom observations will show a 25% increase in the number of teachers using technology to engage more students and differentiate instruction for all learners

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 1. The school will use previously purchased iPads and rechargeable carts to enhance the use of technology in creating engaging student centered lessons. The technology will allow teachers to place students in instructional groups based on data collected in class using the technology. Software such as Nearpod will facilitate the creation of lessons that incorporate engaging activities (online quizzes, video, student drawings). Teachers will use school purchased or personal iPads to access the on-line web based Nearpod system. 2. The school will purchase the Common Core tutorials from APEX learning. These tutorials will be used in classes and for tutoring sessions. Teachers will be paid per session to administer this curriculum. Seats will be purchased for ESL, SWD's and for regular tutoring in Math and English. Teachers will be paid for training and implementing the tutorials after school. We will also hire a former English teacher (F-status) to work with struggling students on their free periods. 3. Assistant Principals and the Principal will develop and implement a series of teacher workshops based on the Danielson rubric. Assessment, Questioning, Classroom Procedures and other key components of the Danielson rubric. We will also provide teachers with professional development books regarding the implementation of the Common Core in various subject areas. 4. Teachers will attend Professional Development Conferences in New York City and nationally. They will then return to school and turnkey that information to the rest of their department. Teachers will also be encouraged to attend Advanced Placement conferences. The school will pay for the cost of the conference, not travel or other expenses. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Classroom teachers in the four core academic areas (English, Social Studies, Science and Math) and Special Education teachers 2. Classroom teachers who were selected due to their technological ability with iBooks. 3. Teachers will sign up with the Principal's secretary. 4. Assistant Principals 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Each teacher involved will create a minimum of five lessons that incorporates NearPod. 2. The number of students enrolled in the program who pass their classes in Math and English will increase by 5% to 7% compared to the Fall term of 2013. 3. At least 50% of the staff will attend at least 1 after school conference. 4. At least 3 teachers per department will present at departmental conferences 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. Teachers will be trained in January 2014. They will create units starting in February 2014. Each teacher will administer two to four instructionally enhanced lessons by May, 2014. 2. Teachers will be trained by March 2014. Teachers will use APEX tutorials in the classroom (34 licenses in Math and English), as well as assigning individual licenses to students for tutoring purposes. 3. Danielson focused classes will begin in March 2014. The Principal and Assistant Principals will hold instructional support classes twice per month. 4. Teachers will attend conferences and present at departmental meetings on a rolling basis. 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. 15 Smartboard bulbs for Nearpod presentations, 25 teacher licenses for Nearpod, \$5000 volume price purchases via Apple store. 20 teachers @ 10 hours = 200 hours 2. 2 x 100 seat licenses for Common Core APEX tutoring seats, 100 hours per session for training and tutoring (Special Education Teachers), 100 hours per session for training and tutoring (ELL Teachers), 200 hours per session for training and tutoring (General Education Math and English Teachers), 1 English retiree (F-status). 3. 150 teachers x 5 sessions (1 hour each) = 750 hours, 10 hours per session for assistant principals = 50 hours. 4. 100 days substitute coverage pay = 100 X167.60 = \$16,760, \$8,900 set aside for AP conferences 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Additionally, the Science department's use of assessment data has resulted in the specific identification of opportunities to shift elements of the curriculum to meet needs of students, which is resulting in greater use of technology and literacy as a means to improve academic performance.

Review Type:	Alt DQR	Year:	2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Although we were rated effective in this category, the NYC Department of Education's 2013-2014 Academic Expectations specifically identify the integrating of Common Core in Science as a "mandated" expectation.

- Science Regents grades for SWD's, ELL's and students in the lowest third of the school will improve by 10% in Living Environment, Earth Science and Chemistry on the June 2014 administration of the NYS Regents exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All science classes will incorporate extended time activities (tutoring, technology integration, literacy blocks) into lab periods to assist struggling students including SWD's and ELL's. Students will be identified based on fall semester grades. Teachers will identify students and invite them to attend a tutorial session during a free lab period (students have lab once per week, thus they are free on the other days).
2. Science lab equipment will be upgraded to align with the new common core infusion into the sciences. Computer based laboratories will allow students to collect and analyze data. This is aligned with the common core expectations in science and will allow students to combine research with actual data to make educated determinations on scientific phenomena. Student lab reports will be graded to measure the effectiveness of the program.
3. New teachers will receive intensive mentoring beyond the requirement. This mentoring will focus on infusing Common Core and the instructional shifts into the curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Science Teachers, AP Science, AP Foreign Languages (ESL) and AP Special Education
2. AP Science, science lab teachers
3. Assistant Principals
4. Assistant Principal of Technology

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. At least 50% of "invited" students will attend at least 2 sessions.
2. At least 80% of students enrolled in the classes will produce student work that is aligned with NYS Common Core Standards as evidenced by student work products (ex. Lab reports)
3. At least 90% of new staff members will complete 10 hours beyond their required mentoring assignment.

D. Timeline for implementation and completion including start and end dates

1. By February 15, 2014, the data coordinator will identify students who require AIS in Earth Science and program them for an extra period of assistance on their lunch period.
2. Science lab teachers will integrate the use of science probeware into the lab curriculum so that each student in a lab based science class will produce one Common Core aligned Science Lab Report by May, 2014.
3. New teachers will be advised of hours available in February. All hours will be documented and completed by June 2014.
4. The assistant principal of technology will purchase the software and oversee its' implementation.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 10 lab classes per week X 16 weeks = 160 hours (Per Diem), 100 hours for Data Coordinator to Identify Science students (Per Session)
2. Vernier Science Data Logging Devices and Probes, 30 boxes of duplicating paper (for printing lab reports), 15 toners for printers, \$25000 for science supplies required for lab usage
3. 8 teachers X 2 hours X 7 weeks = 115 hours for Mentoring new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Although the school is implementing a school-wide system to set data informed goals for groups of students, including those who need to be most challenged, it is not yet an embedded practice for all teachers so that teachers can develop additional supports for these students and modify classroom practice.

Review Type:	DQR	Year:	2010	Page Number:	5	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

1. By implementing a comprehensive social and emotional learning program, the school will reduce its 2013-14 suspension data as compared to the 2012-13 data by 10%.
2. Enroll 95% of junior and seniors in the Naviance program
3. Credit accumulation for freshman in the lowest third of the class will improve by 5% compared to last year.
4. Over 85% of mentored students will pass 6 out of 7 classes in the spring term.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A part time attendance teacher and our data coordinator will identify and perform interventions on students who are habitually absent or late to school. Skedula will be used to communicate this effort with parents. The school will create a SEL course that will be instructed in freshman English classes. Teachers will be trained using the book, The 7 Habits of Highly Effective Teens. The school will purchase daily planners and accompanying workbooks that include executive functioning supports. Planners are provided to all students. Teachers are provided materials and trained so they can use the planners as instructional tools in classes. Big Brother / Big Sister program will identify strong academic candidates and have them mentor other struggling students.
2. The school will purchase the Naviance program. All students will receive logon information for Naviance which assists students in planning, searching and applying to colleges. Training will be held for staff members on the use of Naviance.
3. An afterschool intramurals program will be created that focuses on students in the lower third of their respective classes. Program will consist of a 45 minute homework assistance session followed by a 45 minute basketball game.
4. Big / Brother program will assign mentors (upper classmen) to work with students in the lower third of their respective classes. 2 Guidance counselors will administer the program. Students will work in the library and a librarian will be present to assist students in completing research based assignments.
5. Guidance Counselors and teachers will form a committee to develop a stand alone Social and Emotional Learning course (SEL). This course will contain elements of the "7 Characteristics of Highly Effective Teens" program.

B. Key personnel and other resources used to implement each strategy/activity

1. An attendance teacher will be hired part time to address truants and LTA's. The SEL classes will be taught by trained teachers. All teachers will be provided training in using the student daily planners to enhance student executive functioning skills. Our Assistant Principal of Safety and Security will work closely with guidance counselors to address students on suspension. The Assistant Principal will also monitor suspension data. Classroom Teachers will hand out planners.
2. Assistant Principal of Guidance and College counselors will oversee the Naviance program.
3. Assistant Principal of Physical Education and physical education teachers will organize and supervise athletic program. Classroom teachers will assist students in homework assistance sessions.
4. Assistant Principal of Guidance and counselors will oversee the program.
5. Principal and Assistant Principal of Guidance will oversee the program.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. An increase in the average student attendance rate when compared to 2012-2013 and a 10% reduction in the number of suspensions in school year 2013-14 as compared to that in 2012-13.
2. All juniors will be signed up for the Naviance program.
3. Intramural program will enroll at least 25 % of the male African American students in the lowest third.
4. Mentored students will have an attendance rate of over 90% in Big Brother/Big Sister program.
5. Students will complete a survey of SEL concepts.

D. Timeline for implementation and completion including start and end dates

1. Attendance teacher and data coordinator will start in January to identify students from fall term who were habitually absent/late.
2. Teachers will be trained by February. Students (freshmen) will be programmed into English classes that will contain the SEL component in February. English 2 teachers will incorporate the SEL curriculum one day every 2 weeks during the school term. All planners handed out by January 15, 2014
3. Intramural program will begin in April 2014 and end in May 2014. Supplies for program = \$5000
4. Students will be assigned mentors in March 2014. Program will run until the end of May 2014.
5. Committee will create a unit for inclusion in Freshman English classes. Classes will receive instruction from March 2014 to May 2014. Survey will be collected by June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 1 Attendance teacher (part time) = 175 hours (Per Diem), Data Coordinator, Programmer = 450 hours (Per Session), 4000 Student Planners, 1000 Notebooks, 10 packages of Chart Paper, 50 packages of Markers, 20 boxes of 8.5 by 11 Duplicating Paper, 10 toners for printers, 1000 Pocket Folders, 10 Smartboard Bulbs,
2. 2 Guidance Counselors X 2 days X 15 weeks = 60 hours, Skedula web portal
2. Naviance program, 100 teachers x 2 hours = 200 hours, 1 Guidance counselor x 30 hours
3. 1 Assistant Principal x 2 hours x 20 days = 40 hours, 4 Physical Education teachers x 20 days x 2 hours = 160 hours, 4 Classroom teachers x 20 days x 2 hours = 160 hours
4. 1 Librarian x 75 hours, 2 Guidance Counselors = 75 hours

5. 4 Guidance Counselors x 20 hours each = 80 hours, 4 teachers x 20 hours each = 80 hours, 1 assistant principal = 20 hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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

Review Type:	NYC School Surveys	Year:	2012	Page Number:	1	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school will enhance communication with parents and families as evidenced by an increase from 7.8 to 7.9 in the parents "communication" section of the NYC SchoolSurvey

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will create a monthly Newsletter for parents. The Newsletter is created and distributed by the school's parent coordinator.
2. The school will create a monthly "Breakfast with the Principal" program whereby the first Friday of each month the principal will host a non-agenda meeting for parents to attend and discuss various issues and situations impacting Midwood High School, students and families.
3. The school will commit funds to ensure that our school newspaper provides the entire school community, including families, with additional information and perspectives on school events and issues.
4. The school will purchase Skedula, a web based grading system that allows parents and students the ability to see grades and interact with the teachers via email.

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator will create the Newsletter.
2. School Principal will be in charge of the "Breakfast with the Principal" program.
3. Newspaper is a student based activity that is supervised by a teacher.
4. Assistant Programmer will assist teachers with Skedula implementation

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

<ol style="list-style-type: none"> 1. Newsletter will be produced every month from January 2014 to May 2014. 2. "Breakfast with the Principal" program will be held every month from January 2014 to May 2014. 3. School newspaper will be produced monthly from January 2014 to May 2014. 4. Skedula training will begin in December 2013. All teachers will enter their grades via the Skedula portal by January 31, 2014.
D. Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. Monthly newsletter and "Breakfast with the Principal" programs have already started. 2. Newspaper is available via the Internet and printed 3. Assistant Programmer will supervise the administration of Skedula, 4. Skedula will be used from February 1st to June 26th.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. 1 Parent Coordinator x 20 hours = 20 hours, 10 boxes of Duplicating Paper, 5 toners for printers 2. None 3. Postage for mailings, 10 hours x 16 secretaries = 160 hours 4. 1 assistant programmer X 100 hours = 100 hours (Per Session), Skedula Web Portal, 300 hours for teachers participating in Skedula training (teacher per session)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Students are focused on reading and writing. They keep journals and portfolios of their work and teacher feedback and most of their work is based upon regents based questions.	In class, via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing Achieve 3000 as a primary online resource.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various online resources which they can use from home, etc.
Mathematics	School provides differentiated algebra and geometry tracks for struggling math learners. Teachers utilize various online resources including programs through RevolutionK12, KHAN academy, JMAP and regentsprep.org. The focus is on getting the students proficient with conceptual understanding.	In class, via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing RevolutionK12 as a primary online resource	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various on-line resources which they can use from home, etc.
Science	School offers a science literacy class for struggling science learners. The course builds science literacy for students and prepares them for the rigors of living environment and earth science. Struggling science learners can also access our self-review program, which is a computer-based model of support that students can use in school during a free period.	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring, teacher tutoring and the self-review model.	Students are programmed for the science literacy course during their freshman year based upon their 8 th grade standardized test scores. Most additional services are provided during the school day with additional teacher tutoring taking place both after and before school.
Social Studies	Students are focused on argumentative writing by using primary source documents and	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats	Most of these services are provided during the school day with additional teacher tutoring taking place both

	<p>graphic organizers. The school is infusing the use of iPads into classes with struggling learners as a means of supporting motivation, access to primary source documents and on-line tutorials.</p>	<p>including peer tutoring as well as teacher tutoring.</p>	<p>after and before school. Students are also provided access to various on-line resources which they can use from home, etc.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors teach a social emotional learning class. Guidance counselors lead our Big Brother and Big Sister programs. These programs provide at-risk students with academic, organizational and social and emotional supports. Counselors conference with students routinely and our crisis management team is always on call.</p>	<p>Individual and small group counseling is provided to at-risk students.</p>	<p>Counselors are available throughout the entire school day and there are additional after school supports four days per week</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 405
School Name Midwood High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Michael McDonnell	Assistant Principal M. Teresa Fernandez
Coach type here	Coach type here
ESL Teacher Veronica Coleman-Xavier	Guidance Counselor Kendra Lane
Teacher/Subject Area Mary Bomba/Science	Parent Randy Richardson
Teacher/Subject Area Albert Peterson/Math	Parent Coordinator Carol Ardito
Related Service Provider type here	Other Joey Pavone, ESL Teacher
Network Leader(Only if working with the LAP team)	Other Karem Tam

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	19	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3922	Total number of ELLs	153	ELLs as share of total student population (%)	3.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										5	5	4	3	17
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	5	5	4	3	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	101	ELL Students with Disabilities	20
SIFE	13	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	21

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	101	13	7	31	0	4	21	0	9	153
Total	101	13	7	31	0	4	21	0	9	153

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	8	2	4	24
Chinese										0	0	0	0	0
Russian										5	3	3	1	12
Bengali										2	1	0	2	5
Urdu										17	15	4	3	39
Arabic										4	2	0	0	6
Haitian										25	8	1	2	36
French										2	0	0	2	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										10	11	2	4	27
TOTAL	0	0	0	0	0	0	0	0	0	75	48	12	18	153

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	34	0	9	0
Integrated Algebra	32	0	24	0
Geometry	16	0	10	0
Algebra 2/Trigonometry	3	0	2	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	3	0	1	0
Earth Science	15	0	9	0
Living Environment	25	0	7	0
Physics	0	0	0	0
Global History and Geography	38	0	11	0
US History and Government	21	0	7	0
Foreign Language	1	0	1	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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Teachers assess early literacy skills using reading and writing assessments for both ESL and TBE students. These assessments, in addition to the ELL Periodic Assessments, ascertain the language and syntax level of the student, and their readiness to move ahead on the spring NYSESLAT. Information from these exams provide insight into the student's ability in the areas of decoding, syntax, comprehension, and vocabulary usage. This informs our instruction around reading activities and skill building throughout the year. ELL teachers of students whose literacy skills are not well developed provide independent reading support throughout the year to further develop students' literacy skills. Books have been purchased to meet the needs of students at all levels. In the fall and spring we administer a standardized acuity ESL Periodic assessment. We use these results, along with our in-class reading and writing assessments to modify our instructional practices to include reading skills practice, and writing workshop into those levels of ESL and TBE where early literacy levels have been found to be low.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Students who enter our ESL program in the ninth grade quickly advance to the next level by the tenth grade, and by eleventh grade most of them have achieved either Advanced or Proficient on the NYSESLAT exam. A large percentage of our ninth graders come to us with Advanced or Proficient scores in the Listening and Speaking Modalities, but with Intermediate and Advanced scores for Reading and Writing. Since our school's population of ELLs come from the area middle schools, and we received very few over the counter students in the past five years, we do not have enough LAB-R data to support a trend analysis.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The results of the spring 2013 NYSESLAT revealed that our newcomers are quickly advancing one or two levels for both modalities. Many of our Intermediate and Advanced students continue to struggle with reading and writing. The new Listening section also poses a challenge for students at all levels. Based on this information, we have revised our curriculum to include more academic listening practice, more on reading and writing in every unit, with a greater focus on non-fiction reading, and using textual evidence to support ideas in writing. We continue to support content knowledge in Social Studies using textbooks purchased for this purpose. We have also purchased the Academic Vocabulary Toolkit series to build knowledge of frequency words to address gaps in reading or understanding questions. Furthermore, we have incorporates into our curriculum, e-books which will afford students the opportunity to continue building listening comprehension skills along with reading skills. Our students will have access to these e-books in their own ESL classroom via computer labs set up in the room. We have implemented a writing workshop model which uses the NYSESLAT rubric as a benchmark, so that students are familiar with the requirements of the exam. Beyond this, we have also implemented the use of new, authentic works of literature for the Advanced level, with units that are fully aligned to the Common Core Learning Standards. Teachers continue to provide context rich, direct instruction around grammar usage, an area which we believe has hindered student success on the writing conventions section of the NYSESLAT in the past.

4. For each program, answer the following:

- 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?

Periodic assessments tell us that our ELLs struggle more with reading and writing. This affects their performance in core subject and Regents Exams, especially Global Studies and Living Environment, both of which require advanced reading and writing skills. In both our ESL program and our Transitional Bilingual program, students take the required Regents exams. Their passing rate is comparable to that of the LASI students in our school. LASI (Liberal Arts and Sciences Institute) is a program in which students choose one of six strands (Pre-Engineering and Technology, Communication and Media Arts, Law, Leadership and Community Service, Performing Arts, Gilder Lehrman Exploration of American History, or Health Careers). Historically, our students have opted to take the test in English, even though they are also provided with the same test in their native language. We do not, therefore, have data to compare tests taken in English and those taken in the native language. School leaders and teachers are using the results of periodic assessments to inform scheduling and programming for our ELLs, as well as to inform instructional practices throughout all their subjects. Based on the ELL Periodic Assessment, teachers are able to focus instruction to the appropriate modality in anticipation of the Spring NYSESLAT exam. Many of our students continue to struggle on the Reading and Writing modality. In response, teachers have both adapted curriculum and

incorporated more reading and writing practice into daily instruction. Students at the Beginner level have in-class time to develop Native Language reading and writing skills during weekly Native Language independent reading time. Students are encouraged at all levels to continue to process new information and skills in the Native Language in their ESL and content area classes.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

We adhere to the understanding that students acquire English language skills best when they access authentic materials presented in a scaffolded manner. Instruction in all areas is targeted to increasing fluency in English across the four modalities, while providing access to content needed to succeed on state exams. Teachers of ELLs in every department employ strategies designed to increase language awareness specific to each content area using vocabulary building techniques, visual aids, and other access points.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. In order to identify our English Language Learners (ELLs), the Home Language Identification Survey (HLIS) is administered by ESL pedagogues or the Assistant Principal of Foreign Languages/ESL during enrollment at which time an informal interview in English and the native language is given. This survey lets the school know what language the student uses at home. If the HLIS indicates that the pupil uses a language other than English, our ESL teachers, Joey Pavone or Veronica Coleman, administer the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment to determine the student's English proficiency. Performance on this test determines the student's entitlement to English language development support services. Those students who score below proficiency on the LAB-R become entitled to state-mandated services for ELLs. To determine language dominance, a Spanish speaking student found to be entitled to the ESL instructional program is also administered the Spanish LAB by one of our teachers within ten days. If parents do not choose an ELL program, the default program is bilingual education. Each spring all 9-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following academic year, along with the appropriate placement level.
2. 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.
 2. Per section 154, we hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, parents have the opportunity to receive materials about all three ELL programs in their home language, to view the Parent Orientation Video in the appropriate language, and to ask questions about ELL services

with assistance from a translator, whenever necessary. The A.P. of Foreign Language/ESL and ESL teachers conduct all orientations for parents of newly enrolled ELL/LEP students on an ongoing basis as new students are enrolled and within ten days of their enrollment. The Assistant Principal of Foreign Language, Teresa Fernandez, conducts the parent orientations, supported by ESL teachers, Joey Pavone and Veronica Coleman to fully explain the three program choices. Faculty members who speak the parents' native language(s) provide oral interpretation and translation.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. During the orientation for newly enrolled ELLs, entitlement letters and letters apprising parents of program choice are distributed in English and, where available, the native languages. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. If parents do not choose an ELL program, the default program is bilingual education. We mail a Parent Survey and an entitlement letter home informing parents of their child's instructional placement and program types as per CR 154. In collaboration with the parent coordinator, we make phone calls home to ensure the receipt of the entitlement letter so that parents are aware of eligibility. In rare instances, we visit the home to make sure that the forms are completed. The Parent Coordinator also collects and forwards the Parent Survey and Program Selection form and forwards them to the Pupil Personnel Secretary for filing in the pupil's permanent record folder. A copy of this form is then forwarded to the LAB coordinator's office.
4. 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.

After reviewing the Parent Survey and Program Selection forms, based on the parent choice selection, we place the student in the appropriate program: Transitional Bilingual Program, Free Standing ESL, or Dual Language. If a parent selects a Transitional/Bilingual or Dual Language program that cannot be accommodated because of a lack of numbers, parents are directed to schools which can accommodate their program option and informed that should enough parents request the same program, we would create the program in our school. If the parent does not wish to transfer schools, the student is placed in the appropriate program available in our school. Record of the parent choice is kept on file in the LAB coordinator's office. In the event that enough parents of the same language choose a Transitional/Bilingual or Dual Language program we would create the requested program. Faculty members who speak the parents' native language(s) assist with oral interpretation and translation during this process. One designated guidance counselor is assigned to ELLs. The guidance counselor meets with content area Assistant Principals in order to discuss programming and placement of ELLs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, we administer the speaking portion of the test to students during the administration period. Absent students are captured within the testing window. Long Term Absent students are contacted at their homes and encouraged to come in to school for the purposes of taking the test. ESL teachers administer the remaining modalities over the course of three days. Any absent students are given a make-up test date and time. Make-up days are provided for each modality. Students who are absent on a given make up day are pulled from class and administered the remaining modalities one-on-one by an ESL teacher or the Assistant Principal of Foreign Language. Long Term Absences are contacted at home and encouraged to come to school to take the test.
6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the data has shown that we have had a steady decrease in demand for our TBE program. Eight of our parents have requested a Transitional Bilingual Program and 95 have requested Free Standing ESL, with no parents requesting the Dual Language Program. We have also noticed a trend in receiving student replicas that do not contain HLS from middle schools. A copy of the Parent Survey and Program Selection form is stored in the LAB Coordinator's office. The program models at our school are aligned with parent requests. This year, we did not have enough students on a grade to schedule our bilingual Haitian Creole classes, but we maintain the staff and program materials necessary to open classes should our numbers increase in the coming months or years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?Instruction is delivered in self-contained ESL and Bilingual classes. Classes are homogeneous with proficiency levels programmed together. Students in the bilingual program are blocked together, with the exception of their ESL classes which are determined according to proficiency levels. Materials used include grammar textbooks, reading anthologies, social studies texts designed for ELLs, adaptations of classic works of literature, and authentic reading materials, including full length plays and novels. Students at all levels are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including Social Studies and Native Language Arts textbooks to maintain skills in the native language, and develop academic course content knowledge. Students develop all four language skills in the Native Language Arts (Haitian Creole) classes: listening, speaking, reading, and writing. This is accomplished through cooperative learning activities, paired activities, use of the writing process, literature readings, videos, and other strategies which foster language development. The same strategies used to develop Native Language Arts skills are used in ESL classes. At the beginning level strong emphasis is placed on vocabulary acquisition, choral practice, drills, sentence structure, and paragraph formation. Students at this level are also given one to one support during independent reading where students are provided with a library of reading resources differentiated by level and the Footprints Reading Collection, an online and e-reader program. Students use this time to develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to read and write about literature in both English and the native language. As pupils become more proficient in English, they are asked to write paragraphs and essays, prepare and present oral presentations and presentations using Smart Board and Power Point technology, and prepare group projects. Teachers of ESL coordinate with content area teachers to share strategies and methodologies appropriate for teaching content to ELLs during common planning. Specific content support in the Intermediate levels of ESL in Social Studies is

provided by
ESL teachers. Students at the Advanced levels of ESL are provided with preparation and support for the ELA Regents Exam.
Math
and ESL teachers run joint after school math enrichment and Regents preparation throughout the year.

a) Our program model consists of one Transitional Bilingual Education (Haitian Creole) program (currently no students are enrolled
in this program because of the aforementioned lack of demand on a given grade) and a Freestanding ESL program with departmentalized ESL classes and content courses that infuse ESL strategies.

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

2. 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)?

Our staff consists of 3 certified ESL teachers and 1 certified bilingual teacher. ESL teachers have strong English language proficiency skills and academic language proficiency. They are good language models for English literacy instruction. Our bilingual teacher has strong academic language proficiency when delivering instruction in both Haitian Creole and English. All teachers of our TBE students are knowledgeable about the orthographies of both Haitian Creole and English Languages, including similarities and differences in the alphabetic, phonetic, phonemic, syntactic, and morphemic systems. They are good language models for native literacy instruction. Content area teachers of our bilingual students are highly qualified in their subject areas and are linguistically proficient in both Haitian Creole and English. Should the number of Haitian Creole speakers increase to twenty on a grade level, we are fully staffed to provide the mandated instructional minutes for our bilingual program.

a) In the ESL Program, students at the beginning level will receive 540 minutes (3 units) of ESL; intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 units). Students at the advanced level will receive 180 minutes per week of ESL (1 unit). Students at the Beginner Level are given 3 units of ESL. Intermediate students are given 2 units of ESL. Advanced students are given 1 unit of ESL. Advanced students are also programmed for one ELA class (1 unit). The TBE students at the beginner level receive 3 units of ESL; 2 units of ESL per week at the intermediate levels and 1 unit of ESL at the advanced level. TBE students also receive 1 unit of NLA, and 2 units of content area in the native language with ESL support, along with required electives in Art, Physical Education, Music, and Technology, with ESL support. Midwood High School is a multi-session school. Students may attend classes starting at 7:15 a.m (Period 1) through 3:23 p.m. (end of 10th period). Our ESL students tend to be programmed towards the middle of the day starting period 3 through 10. LEP students are grouped together in content courses to receive ESL content area support in Living Environment, Global History, Earth Science, and Math whenever possible.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the TBE program the language of instruction for the content area subjects is Haitian Creole 60% of the time so that students develop conceptual skills in their native language as they learn English. The instructional approach and methodology used in the content subject areas is to introduce the concepts in the native language first, with discussion, application and practice in both the native language and English. Teachers encourage students to keep vocabulary lists that are subject-specific, and to use their bilingual dictionaries where possible. Videos and extra materials are made available to students in core content areas outside of class time to further enhance the delivery of content knowledge. Teachers make wide use of graphic organizers relevant to the subject area to aid ELLs with organizing key information. Teachers in the ESL and Bilingual programs use the communicative approach in second language acquisition, implementation of the Balanced Literacy model, cooperative learning activities, paired activities, use of the writing process, readings in literature, classroom libraries, videos, and other strategies which foster language development. In order to make content comprehensible,

content area teachers use Power Point with visual representations of concepts to make the information accessible across language skills. Subject teachers organize delivery of content in a sequential manner building upon previous knowledge to reach mastery of the concepts at hand. Students are given direct teaching in note taking and study skills, as well as organizational skills. Each department maintains a course selection dedicated to ELLs and Bilingual students, which support their requirements towards graduation. In the ESL program, content area teachers use the same materials as mainstream students, but the delivery of material is modified to make content comprehensible as described above. Regents course teachers infuse examples of regents questions for the topic being taught into lesson. Students are encouraged to problem solve regents level questions by working in groups to figure out what the questions are asking them to do. They practice test taking strategies like eliminating answers, and write explanations in sentence form to prepare for short answer responses on the test. Science teachers utilize videos, smart board presentations, and animations to illustrate concepts and engage students. Science teachers hold weekly lunch time tutoring sessions to provide students with additional support. In mathematics, teachers spend a great deal of time ensuring that ELL students comprehend mathematical terms and vocabulary in the context of problem solving. They teach the students how to break down and interpret math problems so the solutions are easily accessible. In alignment with the Common Core Standards, they foster a deeper exploration of mathematical concepts to ensure that ELL students not only correctly interpret the material and vocabulary, but persevere in solving problems.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum incorporates skill building across modalities in each unit. Throughout each unit of study, students are given the opportunity to assess their own skills, peer assess, engage in performance assessments such as live debates and presentations, writing projects, and traditional grammar tests. Students are informally assessed daily through a variety of activities designed to address all four modalities on a daily basis. In addition, we administer the ELL Interim assessments in the fall and spring. This combination assessment models provides ESL teachers and ELLs with a clear understanding of each student's current skill level and areas for improvement.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

develop literacy skills, including the acquisition of vocabulary, an understanding of academic vocabulary relevant to the discussion of literature, and the opportunity to write about literature in both English and the native language. An audio-visual lab is available in the classroom for beginner students to use e-books in order to further develop these literacy skills.

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

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

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

7. **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?**

For ELLs with special needs, we follow the mandates of their particular IEPs. Those students who require Special Education Pedagogues for all instruction are provided with a self-contained environment throughout the day, except during ESL class, for which students are integrated into an inclusion setting. Teachers and paraprofessionals provide ELLs with special needs differentiated support in their content area classes. We also support our special needs bilingual population with tutoring supports, computer assisted literacy programs, testing accommodations and translation services for parents and guardians. There are a few students with alternate placement paraprofessionals. We provide students with a bilingual paraprofessional whenever possible. These paraprofessionals are assigned to students in their special education classes, during ESL class, and during all standardized and classroom exams. Our Alternate Placement Para students are in need of only the supports of the para that are assigned to them as prescribed on their IEP. When the NYSESLAT exam is administered, all the students who are scheduled to take the test are provided with the accommodations mandated on their IEP. In addition to the mandated IEP services, the ELLs in our Special Education program are provided with before and after class one-on-one tutoring and small group tutoring at the Peer Tutoring Center and the ESL Resource Center. They are also provided with peer tutoring within the inclusion environment. In the ESL Resource Center and Peer Tutoring center our students have access to technology and materials such as computers, books on tape, leveled books and videos to better support their learning styles and enrich subject knowledge. Teachers in Special Education classes use computer based literacy programs with diagnostics and assessments, including Achieve 3000. All related support services such as speech and counseling are also provided.

8. **How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

ELL-SWDs are programmed for ESL inclusion classes. Where a students' IEP mandates a more restrictive environment, students are provided with literacy support and English language development within the self-contained environment, in addition to receiving ESL services in an inclusion class. Our Special Education students whose IEPs require native language support are assigned a paraprofessional who accompanies them and assists in the translation of language in the content areas of Math, ELA, Social Studies, and Sciences.

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:				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our programs have proven very effective in helping students to progress from their current level of proficiency to the subsequent level. As a result of our early curriculum alignment to the Common Core ELA standards, our students continued to see growth in language proficiency over the last year. In the content areas of Math and Earth Science, we saw a marked increase in the percentage of students passing Regents exam in both Algebra and Earth Science as a result of our afterschool early intervention tutoring program.

11. What new programs or improvements will be considered for the upcoming school year?

Our students continue to struggle with both the ELA Regents exam and the social studies state exams. We are therefore offering extra support through our Saturday program, which will include literacy support and both Global and U.S. History content support. This program is especially targeted to our Freshman and Sophomores as a means of early intervention, to ensure that students are meeting the annual threshold of 10 credits per year. In addition, we will expand our after school tutoring program to include ELA Regents, Algebra support and test preparation from October through June. Math sessions will be jointly conducted by Math and ESL instructors.

12. What programs/services for ELLs will be discontinued and why?

None of our current programs will be discontinued. We are not currently running our Native Language Arts classes because of a lack of students, but the staff and resources are available to resume these classes should we have the students to enroll.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As per Midwood High School policy, all students regardless of program are invited to join all extracurricular activities, such as athletics, academic clubs, social clubs, arts clubs, ARCHON (community service honor society), and school performances. Our ESL students are highly esteemed because in the past few years, they were the building force of our school's cricket team, which is now highly competitive within the high school leagues in New York City. All of our ELLs are afforded the opportunity to apply and be selected to one of the following academic programs: LASI (Liberal Arts and Sciences Institute) in which students choose

one of six strands (Pre-Engineering and Technology, Communication and Media Arts, Law, Leadership and Community Service, Performing Arts, Gilder Lehrman Exploration of American History, or Health Careers), Medical Science Institute (students must have a 90 average in academic subjects), or the Humanities Institute (students must have an average of 85 and take 2 years of Latin). ELLs are recommended by teachers and guidance counselors to join one of the above mentioned programs.

Announcements are made twice weekly to inform the entire school community about both extracurricular and curricular activities to which our ELLs are invited. Our ELLs must complete a program of study in one of our three institutes in order to graduate. As a graduation requirement, Midwood High School requires that every student get service credit, which our ELLs get by serving as Peer Tutoring monitors, office monitors, athletic players, teacher assistants, and performers in school plays and musicals.

Additional after school tutoring in math, science, and ELA is offered weekly beginning in October. Saturday school runs from 8:30-12:30 each week beginning in October.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials for newcomers, SIFE, and Special Education students include grammar textbooks, reading anthologies, a differentiated independent reading library, and beginner level language software (Tell Me More). The students receiving services for 4 to 6 years, SIFE, and Special Education students are provided with social studies texts designed for ELLs with content in both Global and United States History, adaptations of classic works of literature, authentic fiction and non-fiction reading material, and grammar textbooks. Long Term ELLs, SIFE, and Special Education students are also provided with grammar textbooks and authentic reading materials, including full length plays and novels. Students at all levels and subgroups are given the opportunity to practice all four skills of listening, speaking, reading and writing through the use of these materials. Students in the bilingual program are also provided with texts in Haitian Creole, including both Global History and U.S. History texts in Social Studies, Native Language Arts textbooks, and works of literature to maintain skills in the native language and develop academic course content knowledge. General supplies such as paper, and print cartridges for the ESL Center are available to all students. English, Global Studies, and Living Environment tutoring is available using web-based DBQ and Biology learning sites in their instruction. Students may access these sites in the ESL Lab which is equipped with multiple computers. A lending library of fiction and non-fiction books in all levels in English and the students' native languages is available in our ESL Lab. In addition, bilingual dictionaries in the ELL students' native languages, bilingual subject glossaries and copies of the students' content area text books are on hand for tutoring and homework help. We further support our students by also having on hand access to literature, history and language arts books in the ELL's native languages. Most notably, we ensure our ELL students equitable access to much needed computers and print services. We have installed computer software designed to enhance our ELL students' speaking, listening, reading and writing skills (Tell Me More), as well as Rosetta Stone English levels 1-3. ELL teachers, along with many content area teachers, utilize Smart Board technology in its multimedia capacity to enrich curriculum by activating prior knowledge and make more real world curriculum connections. Teachers use Power Point regularly to present material to students, as well as assigning projects to students which may utilize Power Point presentations. Students are thereby gaining useful practice in the real world use of technology in the furtherance of content and language acquisition. We have recently begun implementing the use Achieve 3000 with a targeted group of ELLs whom we have identified as needing extensive literacy support.

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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

language instruction to prepare students for content area coursework and Regents examinations.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for all staff members is designed to bring their level of expertise with ELLs to an instructional peak. Teachers of ESL, Native Language Arts (Haitian) bilingual content area classes and other staff members, including guidance counselors, paraprofessionals, Assistant Principals, Special Education Teachers, Psychologists, Speech Therapist, and Occupational and Physical Therapists attend staff development workshops and conferences which focus on development and implementation of instructional strategies designed to facilitate ELL/LEP students' acquisition of English language proficiency. ESL and content area teachers have been attending an ongoing series of Professional development to better support the needs of L's in different areas: November 14, December 12, January 9, 2014. Furthermore, Common Time workshops and professional development are ongoing on a bi-monthly basis, whenever possible by DOE calendar: September 25, October 2, 20; November 20; December 11, January 18, 2014. During these workshops, teachers develop and revise existing curricula, and align them to New York State ESL and ELA performance standards. Teachers work to develop instructional strategies designed to facilitate implementation of the curricula in both ESL classes and in the content areas during monthly common planning sessions led by ESL pedagogues. Teachers also receive professional development to assist pupils in achieving NYSED ESL and ELA performance standards, and to assist students in preparation for the NYSESLAT Exam. ESL teachers, ESL content area teachers, bilingual content area teachers, and the Native Language Arts teacher will attend professional development workshops and conferences provided by district 22 and joint department conferences (i.e. Foreign Languages, English, Social Studies, Science, etc.). All teachers, paraprofessionals, guidance counselors, secretaries and the Parent Coordinator will receive the training for personnel of ELLs mandated by the New York State Education Department. Teachers will attend QTEL training, professional development workshops for teachers of ELLs sponsored by both the district or network, and local colleges and universities. We conduct bi-annual professional development for all previously mentioned staff on Election Day and Chancellor's Conference Day.

2. This year our focus on elction day will be on aligning instruction to the Common Core Learning Standards. Every teacher in the building will attend this workshop designed to adapt teaching to the instructional literacy shift across content areas. Math teachers of ELLs have received training in the Common Core through participation in the Common Core Fellows program and the Math for America program, which provides ongoing PD specific to the teaching of Common Core aligned mathematics to ELLs.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

2. Our school partners with CAMBA, a community based organization that provides students and families with counseling, legal services, language services, and tutoring. We also work with Th Brooklyn College Community Partnership to provide students and families with access to the college experience, tutoring services, and preparation for the college application process.

3. We offer a back to school curriculum night for parents at which parents are provided time to learn what we offer and inform us of additional needs. The school also sends surveys for parental feedback and encourages them to be part of our School Leadership Team. Our ELL parent survey asks parents for the following information: the best way to contact them, biographical data, educational background of parents and children, personal skills they can offer us to help us support our program, the academic needs for their children as they perceive them, what workshops they would like to attend, and their availability for meetings and workshops. The school also conducts feedback sessions through the Parent Teacher Association and the School Leadership Team.

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Midwood High School

School DBN: 22K405

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael McDonnell	Principal		12/2/13
M.Teresa Fernandez	Assistant Principal		12/2/13
Carol Ardito	Parent Coordinator		12/2/13
Veronica Coleman-Xavier	ESL Teacher		12/2/13
Randy Richardson	Parent		12/2/13
Mary Bomba	Teacher/Subject Area		12/2/13
Albert Peterson	Teacher/Subject Area		12/1/13
	Coach		1/1/01
	Coach		1/1/01
Kendra Lane	Guidance Counselor		12/2/13
	Network Leader		1/1/01
Joey Pavone	Other <u>ESL Teacher</u>		12/2/13
Karem Tam	Other <u>Parent</u>		12/2/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K405 School Name: Midwood High School

Cluster: 4 Network: CFN405

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

Part A: Needs Assessment Findings

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

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

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.

We have found that in spite of our entire school having the following home language breakdown: 11% Cantonese, 9% Punjabi, 9% Russian, 8% Urdu, 7% Spanish and 6% Haitian Creole; our area of most need continues to be oral interpretation in Haitian Creole, Urdu, Russian and Spanish. The linguistics needs of the parents that speak Haitian-Creole, Urdu, Spanish, and Russian reflect our incoming LEP population. In addition, we have a small number of Bengali/Arabic (2.5%), Albanian (1.1%) and Ukrainian (.4%) and Uzbeki (.4%) speaking parents. We distribute to all teachers a list of students whose parents have indicated a preference of "contact language" other than English and request that teachers use ARIS to double check contact language preference when reaching out to parents or guardians. At the same time, we also distribute a list of on-site staff that speaks those languages, in case any teachers or administrators need in-house interpretation when contacting the

parent/guardian.

Part B: Strategies and Activities

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

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

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

Parents will be provided an interpreter in their native language for all meetings with administration or faculty whenever necessary. These meetings include, but are not limited to guidance meetings, suspension hearings, and parent teacher day conferences. We will use outside services whenever we are unable to accommodate the needs of the parent/guardina with our in-house availability. However, because of the size and diversity of Midwood High School we can cover most of our interpretation needs in-house, and therefore, find that the money is better spent paying our in-house personnel per session. Parent volunteers will be used to interpret orally only when there are no privacy issues.

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

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

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

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Subgroups and grade levels to be served

Part B: Direct Instruction Supplemental Program Information

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

Schedule and Duration

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

Language and Instruction

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

and licenses of teachers involved.

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

Types of Materials to be used

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

Part C: Professional Development

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

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

Begin description here:

Rationale

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

Part C: Professional Development

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

Teachers to receive training

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

Schedule and duration

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

Topics to be covered

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

Name of provider

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale

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

Part D: Parental Engagement Activities

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

Schedule and Duration

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

Topics to be Covered

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

Name of Provider

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

How parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$16072

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

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

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