



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MIDDLE COLLEGE HIGH SCHOOL@LAGUARDIA COMMUNITY COLLEGE

DBN (i.e. 01M001): 24Q520

Principal: LINDA SIEGMUND

Principal Email: LSIEGMU@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: CYNDI KERR

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
Linda Siegmund	*Principal or Designee	
Ann Trzcinski	*UFT Chapter Leader or Designee	
Gonzalo Hildago	*PA/PTA President or Designated Co-President	
Cathy Clifford	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Socrates Ortiz	Member/ Chairperson	
Michael Cooper	Member/ Staff	
Erica Merchan	Member/ Parent	
Minelia Encarnacion	Member/ Parent	
Fabia Nunez	Member/ Parent	
Diane Manuel	Member/ Parent	
Gonzalo Hildage	Member/ Student	
Zoe Manuel	Member/ Student	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 95% of all core teachers will develop curriculum maps and design instruction incorporating common core learning standards aligning this in all content areas which will embed our instructional focus of increasing literacy strategies across content areas.

By June 2014 90% of all Math teachers will develop curriculum maps and design instruction incorporating common core learning standards which will increase fluency application and conceptual understanding as evidenced by students in discussion and student work.

Comprehensive Needs Assessment

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

To ensure curricula are aligned to CCLS in all content areas and increase teacher effectiveness and growth, as well as raise student performance, ongoing Professional Development will be provided throughout the year including Department meetings, Instructional Grade Team meetings, and Professional Development days.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Curriculum Maps are reviewed by administration and submitted to content leaders to discuss and ensure proper scope and sequence, development of literacy strategies and rigorous instruction and assessments.**
- 2. All teachers participate in two department meetings a month and will design instruction aligned with CCLS which will be delineated on their Curriculum Maps. Modification of Curriculum Maps and Unit Plans will be ongoing based on student evidence, observations and progress of class**
- 3. Professional development will be implemented as needed to assist all teachers, supported by assistance from the CFN Academic coach and utilizing the Common Core Library as a resource.**
- 4. Teachers work in interdisciplinary teams and are provided with common planning time through Instructional Team meetings which meet once a month. Student interventions are developed, strategies are shared and activities are planned.**
- 5. As members of NY Performance Consortium, professional development is provided throughout the year for all membership.**
- 6. Using a research based teacher effectiveness tool, snapshots and formal observations will be performed that reflect feedback around the instructional shift to move practice.**

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

- 1. Teachers and Department Team Leaders**
- 2. Teachers and Administration**
- 3. Teachers and Administration**
- 4. Administration and Teachers**
- 5. Teachers**
- 6. Administration and Teachers**

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

- 1-6 Course bench marks, pass rates. Evidence of increased student understanding through improved student work and final assessments,**
- 1. Ongoing (monthly) revisions of units, lessons and curriculum to reflect updated evidence from assessments and lesson observations as a means to address clearly identified student needs as evidenced in unit plans**
 - 2. Once a month departments will modify curriculum and unit plans based on student evidence and is monitored by Administration through meeting notes**
 - 3. 3 Teacher reflections will evidence literacy strategies incorporated into classes**
 - 4. Administration collect (once a cycle)unit plans, benchmarks (3, 6, 9, 12 weeks) and meeting minutes as evidence of curriculum and unit revisions**
 - 5. Teachers will periodically attend and turnkey NY Performance Consortium PD**
 - 6. Observations of teachers will show increase of literacy strategies and instructional shifts in the classroom**

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

1-6 September 2013- June 2014

1. **September 2013-June 2014**
2. **September 2013-June 2014**
3. **September 2013, January 2014, June 2014**
4. **September 2013, March 2014**
5. **September 2013-June 2014**
6. **September 2013-June 2014**

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

1. **Scheduling permits departments to meet twice a month on Wednesday Afternoons and professional development resources: Understanding by Design, Bloom’s Taxonomy, and DOK**
2. **Scheduling permits departments to meet twice a month on Wednesday Afternoons and professional development resources: Understanding by Design, Bloom’s Taxonomy, and DOK**
3. **Individual meetings with Administration and EngageNY**
4. **Team meeting structures**
5. **DYO Allowance on Galaxy**
6. **Administration observation schedule and Danielson Resources**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Strategies for increased parental involvement include:

1. We host a “back to school” and curriculum night in addition to two yearly parent teacher conferences. During these events the parents are informed about the CCSS shifts in the curriculum, and instructional strategies that we use at MHA.
2. During the SLT meetings the principal explains the use and purpose of the Danielson’s Framework for Teaching with the SLT members.
3. Parent meetings with teachers and staff to discuss college and career readiness, academic progress and behavior
4. Parents access students’ data through Skedula which is an online grading, attendance and student progress system for student information
5. PTA organizes theme nights, for example, international food night and movie night
6. We have a student and family handbook translated in the languages that parents request
7. Parents are trained how to use ARIS, Skedula, and internet by the school staff
8. Frequent phone or email communication with parents regarding their children’s academic and behavioral progress
9. Invitation of parents to school functions and to visit the school during the day to see our everyday functions.
10. School website with access to school information 24/7
11. Parent workshops on varying topics, for example, financial aid for students

Budget and Resource Alignment

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

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

Consolidated Funding,,DYO Funding for Per Session,

Goal and Action Plan #2

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

Annual Goal #2

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

Improve overall student progress as demonstrated by a 5% increase in the number of students earning 10 credits per year by June 2014.

Comprehensive Needs Assessment

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

City and state mandates to increase college and career readiness for all students.

Last year's Progress report indicated the need to improve this section and although we increased student progress by attaining one grade higher this year we want to continue this progress to ensure all students are on track to graduate within four years.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Provide academic support through mandated extended time with periodic progress checks**
- 2. Develop intervention strategies for all struggling students through Instructional grade team discussions and action planning during monthly meetings and evidenced by meeting notes**
- 3. Provide mentoring for all 10-12th graders to support our graduation by exhibition (Portfolio) process every Wednesday Afternoon as scheduled and supervised by teacher and Principal**
- 4. Benchmark assessments will be completed at 3, 6, and 9 week intervals by teaches and department teams and monitored by administration**
- 5. Additional math and writing skills classes added to curriculum through writing skills classes offered and monitored through observations**
- 6. Notify parents of support measures through regular parent communication**
- 7. Credit Recovery offered for eligible students and monitored by administration**
- 8. Summer Program offered for students as monitored by the administration**

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

- 1. Teachers and administration**
- 2. Department team leads, teachers and administration**
- 3. Teachers and Administration**
- 4. Teachers and Administration**
- 5. Math and ELA teachers and Administration**
- 6. Teachers and Guidance Counselors**
- 7. Teachers and Guidance Counselors**
- 8. Teachers and Guidance Counselors**

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

- 1. Using data from the progress and our 3,6, 9,12 week benchmarks we require students to stay for additional support and monitor their progress through benchmarks over the course of the year**
- 2. Instructional Grade Team meetings that shares information re: struggling students and action plans which are monitored by administration through meeting minutes and implemented by teachers**
- 3. 10th grade Gateway and Oral Defense(PBATS) pass rates are used to help monitor effectiveness of mentoring program**
- 4. Benchmarks (3,6, 9 Weeks progress reports) and teacher reflection and interventions as a result of assessment analysis**
- 5. Writing skills classes happen daily and students are referred periodically over the course of the year**
- 6. Guidance counselors continually assess transcripts and refer students**
- 7. Guidance counselors continually assess transcripts and refer students**
- 8. Guidance counselors continually assess transcripts and refer students**

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

- 1. September 2013-June2014**
- 2. 2. Monthly, September 2013-June 2014**

3. **Weekly September 2013-June 2014**
4. **Periodic intervals September 2013-June2014**
5. **Daily September 2013-June 2104**
6. **September 2013-June 2014**
7. **September 2013-June 2014**
8. **September 2013-June2014**

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

1. **Scheduling to allow for mandated extended time and ongoing Professional Development for writing and math strategies including the purchase of Delta Math**
2. **Scheduling to allow for department and team meetings as well as ongoing professional development supported by the network to further identify and develop intervention strategies**
3. **Scheduling of Wednesday afternoon early release to facilitate for Mentoring for 10-12th grade and clubs for 9th grade until 1pm**
4. **Department and Team meeting schedule provides time for data analysis and intervention strategy development which is supported by on-going professional development**
5. **Professional Development to identify and implement intervention strategies**
6. **Parent Coordinator and guidance counselors assist in parent outreach**
7. **Scheduling to allow for credit recovery opportunities as well as professional development to ensure effective strategies**
8. **Scheduling and guidance counselor support of developing and implementing summer program.**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1, **DOE Website**
2. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
3. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
4. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
5. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
6. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
7. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
8. **Increase communication with parents keeping them informed of student progress by contacting via phone, email, mail or face to face meetings**
9. **Include parents in intervention strategies as needed to enhance student success.**
10. **Encourage participation in all parent activities, Parent Orientation, Open-School Night, PTA meetings, School Leadership Team, and Spring Expo Night.**
11. **School based web site has been developed to inform parents re: relevant data about the school, upcoming changes, scheduled activities and meetings.**

Budget and Resource Alignment

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

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

Consolidated funding

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the number of 10th grade students enrolled in LaGuardia Community College will increase by 10 increasing students preparedness for college.

Comprehensive Needs Assessment

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

To continue to improve college and career readiness for all students to ensure they are prepared for life after High School through our collaboration With LaGuardia Community College to prepare students for College and Career Readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Provide support for all 10th graders enrolled in college courses through Seminars facilitated by high school teachers.**
- 2. Monitor attendance in college classes through LaGuardia Community College's web attendance process.**
- 3. Continue to meet with College Department Chairs to expand the number of college courses offered.**
- 4. In conjunction with International High School we will continue the pilot program combining students from both schools in college cohort courses**
- 5. High School College liaison (comp teacher position) is assigned to plan and program students for college classes and also facilitates seminars with other specialized teachers to provide academic support.**
- 6. College liaison (LaGuardia Community College) to strengthen articulation and communication between the college and high school.**

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

- 1. Administration, Seminar Teachers, LaGuardia Community College Department Chairs, College Liaisons, key College personnel at International High School**
- 2. Administration, Seminar Teachers, LaGuardia Community College Department Chairs, College Liaisons, key College personnel at International High School**
- 3. Administration, Seminar Teachers, LaGuardia Community College Department Chairs, College Liaisons, key College personnel at International High School**
- 4. Administration, teachers from Middle College and International High School at LaGuardia**
- 5. High School College Liaison and specialized teachers**
- 6. College Liaison**

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

- 1. As members of the Middle College Consortium, Ncrest- an independent Research agency from Columbia University gathers data about student's success in college classes and develops reports for the individual school annually. Annual Principal's Conference and Summer Workshop offered by Middle College National Consortium which provides opportunities to share with other principals**
- 2. Web attendance periodically each semester**
- 3. Data collection each cycle that provides us with student's success in college classes.**
- 4. Frequent meetings with International High School personnel as needed.**
- 5. Early College Administrative meetings with college personnel once a month,**
- 6. Member of President's Cabinet meetings 4 times a year, CUNY ECI meetings**

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

- 1. 1. September 2013-June 2014**
- 2. September 2013-June 2014**
- 3. September 2013, January 2014, June 2014**
- 4. September 2013-June 2014**
- 5. Monthly September 2013-June 2014**
- 6. Ongoing September 2013-June 2014**

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

- 1. Early College High School and College Liaisons who assists in enrollment in college classes**
- 2. High school teacher assigned to Seminar for 10th grade students which meets 4 times a week to support college work**

3. Dissemination of web attendance to 10th grade Seminar teachers.
4. Ongoing Professional Development and workshops to enhance the work being done with students enrolled in college classes
5. College and High School liaisons Input into agenda for the Early College Administrative meetings, College liaison's monthly meetings with guidance counselors
6. College and High School liaisons Input into agenda for the Early College Administrative meetings, College liaison's monthly meetings with guidance counselors

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information.
2. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information
3. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information
4. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information
5. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information
6. Orientation is held for all parents of new students and expectations and opportunities for student enrollment in College classes are explained. Faculty members in constant communication with parents who sign a contract explaining the expectation of enrollment in college classes. Parents use school website to get further information

Budget and Resource Alignment

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

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

CUNY support through the Early College Division covers some of the expenses and fees, Consolidated Funding

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**
7.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Goal and Action Plan #5

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

Annual Goal #5
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

- Instructional Strategies/Activities**
Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 2 Strategies/activities that encompass the needs of identified subgroups**
6.
 - 3 Key personnel and other resources used to implement each strategy/activity**
1.
 - 4 Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
 - 5 Timeline for implementation and completion including start and end dates**
1.
 - 6 Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Reading, Interactive writing, supportive evidence analysis, research, technology use, testing strategies.	Small group instruction, extended time, resource room, collaboration with Liberty Partnership tutoring program, additional skill level classes	During the day, extended time, afterschool and Saturdays
Mathematics	Adaptive reasoning, conceptual understanding, problem solving, abstract reasoning testing strategies.	Small group instruction, co-teaching, extended time, Resource Room, collaboration with Liberty Scholarship Partnership tutoring program, additional skill level classes.	During the day, extended time, afterschool and Saturdays.
Science	Interactive, experiential learning, write informative scientific procedures and experiments, support information, use of technology, testing strategies and <i>best practices</i> .	Small group instruction, direct and indirect instruction, Co- teaching extended time, Resource room, collaboration with Liberty Partnership tutoring program.	. During the day and extended time, afterschool and Saturdays.
Social Studies	<i>Writing for</i> argument focused on content and skill, write informative explanatory text including narration of historical events. Writing and rewriting, use of interactive technology, testing strategies and best practices	Small group instruction, direct and indirect instruction, Co- teaching, extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	After school small group support services, advisement, development of action plans and communication with parents.	One on one counseling services provided by Guidance Department, SBS Team, Social Worker, School Psychologist as well as participation in developmental groups led by Guidance Counselors. Other outside support agencies are also recommended to students and	During the day and extended time, afterschool and Saturdays.

	families.	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 12. All elements of the *All Title I Schools* section must be completed*.
- 9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 10. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<p>Middle College High School has the ability to attract highly qualified teachers by networking and collaborating with colleges and universities within NYC and across the country. We are a part of and member of the Middle College National Consortium, and NY Performance Standards Consortium. Located on the campus of LaGuardia Community College, enables us to collaborate with CUNY and SUNY education programs. All classes at Middle College are taught by NYS and NYC licensed teachers.</p> <p>Professional development is provided by the Administrative staff and guest speakers. Scheduled sessions through the Department of Education and collaborative organizations which focuses on CCLS and Danielson’s Framework for Teaching, Understanding by Design, Differentiated Instruction, and data driven decision making, In house professional development provided weekly at full faculty/instructional team and department meetings which includes examining student work, lesson planning, goal setting, cooperative learning activities, sharing best practice and support and mentoring services for new teachers.</p> <p>Teachers are invited to attend monthly meetings at the New York Performance Standards Consortium. The focus of these meetings is on instruction and assessment.</p> <p>All of our teachers are Highly Qualified as reported on the BEDS survey.</p>

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).
<p>Professional development is provided by the Administrative staff, our Network personnel and guest speakers. Scheduled sessions through the Department of Education and collaborative organizations which focuses on CCLS and Danielson’s Framework for Teaching, Understanding by Design, Differentiated Instruction, and data driven decision making,. In house professional development provided weekly at full faculty/instructional team and department meetings which includes examining student work, lesson planning, goal setting, cooperative learning activities, sharing best practice and support and mentoring services for new teachers. Our Professional Development Plan encompasses the following as examples: to develop and implement Literacy skills to address the instructional shifts and our instructional focus, exploration of scope and sequence of curriculum and Teacher effectiveness training(Advance)</p> <p>Teachers are invited to attend monthly meetings at the New York Performance Standards Consortium. The focus of these meetings is on instruction and assessment</p>

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 <u>the intent and purpose</u> programs
--

whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funding has been allocated to support students' academic success toward graduation for example the guidance counselor provides academic and socio-emotional support for students. Enrichment activities such as guitar and Latin Dance create higher student engagement in school and academic program. Classroom supplies and materials are used to create curricular that is engaging and increases rigor and coherency of the academic program.

We conduct services to our high risk population such as workshops, orientation, extended day, counseling, tutoring and provide school supplies for the neediest students example those in temporary housing.

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.).

Does not apply

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.

Bi monthly Department meetings, Monthly Instructional Grade team meetings where teachers share assessment projects and review student work. Ongoing Professional Development including guest speakers to evaluate assessment projects and time to modify or redevelop existing projects. Teacher attendance at monthly NYC Performance Consortium meetings, conferences, workshops and intervisitations. Data collection, mark analysis to inform instruction and decision making.

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;



THE MIDDLE COLLEGE HIGH SCHOOL

45-35 VAN DAM STREET –L101 LONG ISLAND CITY, NEW YORK 11101 (Building Address)
31-10 THOMSON AVENUE LONG ISLAND CITY, NEW YORK 11101 (Mailing Address)

Tel # (718) 392-3330
Fax # (718) 392-3315

Linda Siegmund, Principal

Kim Tramontozzi, Assistant Principal
Socrates R. Ortiz, Jr., Assistant Principal

Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 24	Borough Queens	School Number 520
School Name Middle College High School @ LaGuardia		

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 Linda Siegmund	Assistant Principal Kim A. Tramontozzi
Coach type here	Coach type here
ESL Teacher Linda Amnawah	Guidance Counselor Lauren Ravera
Teacher/Subject Area Ibeth Mejia/Math/ Spec. Ed	Parent Gonzalo Hidalgo
Teacher/Subject Area Rachel Wolf/English	Parent Coordinator Zoraida Cordona
Related Service Provider Ilana Almanzar	Other
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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)	495	Total number of ELLs	2	ELLs as share of total student population (%)	0.40%
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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														
Push-In											3			3
Pull-out											0			0
Total	0	0	0	0	0	0	0	0	0	0	3	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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
Dual Language										0
ESL	0	0	0	2	0	0	0	0	0	2
Total	0	0	0	2	0	0	0	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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										0	1	0	0	1
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	1	0	0	1
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	2	0	0	2

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	0	0	0	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	0	0	0	0
Advanced (A)										0	2	0	0	2
Total	0	0	0	0	0	0	0	0	0	0	2	0	0	2

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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other				
Other				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

In the areas of early literacy, Middle College uses QRI- Quality Reading Inventory. We would use this assessment two times a year to give us a baseline on students' vocabulary/reading comprehension. We would use the data from QRI to give us an idea of a student's area of weakness and strength. This data helps us focus instruction to meet the needs of the students and move them to progress throughout the year. We also use in-class assignments throughout the year that provides snapshots of student growth in comprehension, decoding and vocabulary. We currently do not have a population of ELLs that need this assessment.

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

We have two students who scored advanced on the NYSESLAT exam. Both students are in the 10th grade. Both students have an IEP and receive ITT and related services.

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](#))

We have found that students are moving forward and advancing their skills in reading, writing/listening and speaking. These students receive special education accommodations, such as double time, separate location, directions and questions read and reread. The instructional decisions pertaining to these students is to show additional support in the goals set by the IEP. Our goal is to have student placed in least restrictive environment and to pass the courses and regents exams that lead to a high school regents diploma.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our students are improving in all subject areas. They are passing their courses, taking college preparatory courses and are moving forward and progressing in the NYSESLAT exam each year. In examining student's results in the four modalities (listening, speaking, reading and writing), it appears that the reading section offers the most difficulty for our students. This may be contributed to their IEP. Students fared high in speaking on the NYSESLAT. The listening section was not an issue for our students. Based on the results, students have been placed with their ESL and special education teacher to focus on reading comprehension skills. This is also a school wide focus. All departments and all classes will focus on literacy skills across disciplines in reading comprehension. The focus of all of our annual professional development sessions is to strengthen literacy in all content areas.

As members of the NY State Performance Standards Consortium we have a waiver requiring us to only give the Comprehensive English Regents Exam and allowing us to use portfolio projects in place of the other subject areas NYS Regents exams.

Since our students are in the 10th grade, they will not be required to take the ELA regents exam until the end of 11th grade.

Using Periodic/interim assessments to inform instruction:

Middle College High School at LaGuardia is currently using the New York Performance Standard's rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. All assessments will be aligned to the NYS Performance Standards Consortium's rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall cycle.
- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the winter and spring cycle.
- All 10th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 10th grade interim portfolio will be held during three different dates this year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

Using Periodic Assessment to learn about ELLs:

An analysis of formative assessment scores show a correlation with the data collected from the SBST. Students fair fairly well on assessments but do need the accomadations as per their IEP.

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.](#))

Paste response to question here:

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

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?

Paste response to questions here:

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

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

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

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

The people responsible for the screening instruments are:

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

Instruction and Supervision.

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

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.
In order for parents to understand the three program choices Transitional Bilingual Education, Dual Language and Freestanding ESL,, the Bilingual GuidanceCounselor- Lauren Ravera- is responsible for taking the following steps:
 - During the interview process (within five school days), all parents are invited to attend any of a series of meetings to view the video and ask questions about the option. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
 - Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions. Parents are also invited to meet a certified ESL teacher and observe a class.Continued to question 3.
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](#)].)
The forms are collected at the initial in take session with the guidance counselor. Guidance Counselor, Lauren Ravera gives all forms to Assistant Principal, Kim Tramontozzi. If all program forms are not submitted by the end of September/ month, individual calls, in the native language using the DOE interpretation services are made to families to urge them to return the letters to school. If the calls are not successful, then parents are asked to come to school to complete the form.
As program selection forms are submitted, copies are made and filed in students' permanent record. A check list of all students is kept in the folder and students are checked off as a program selction forms are returned.
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.
When we identify and place the students in ESL instruction, we notify the parents of the students program and parents choice is honored. Placement letters go out to parents. If the parent or guardian is in need of translation services and we can not provide that service, we use the Department of Education's translation services to communicate with our parents in writing in their native languages. We also collaborate with International High School at Laguardia Community College for translation services, if additional need is warranted. Our other option is to consult with and use the services of Laguardia Community College translation service department. Entitlement letters are maintained in students records.
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.
All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school. All four components are scheduled according to the start and end dates for each component. Kim Tramontozzi, Assistant Principal is in charge of scheduling the NYSESLAT for all eligible students.
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. 
In reviewing the trends from the Parent Survey and Program selection, we have found that most parents request Freestanding ESL. Freestanding ESL seems to be the best fit for students in our school because it is aligned to the Early College program offered at Laguardia Community College where students can take college courses (in English language)) that leads to an Associated Degree The majority of our students enroll in September and we provide the information to parents throughout September; however the school program provides for Freestanding ESL as an option. Parents who choose to have an option other than Freestanding ESL are referred to the Enrollment office. Due to our small ESL population, Freestanding ESL is the only program offered and no other program will be offered at this time.

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 at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students. In addition, students who receive ESL services are programmed to meet with a licensed ESL teacher per mandated minutes based on their English proficiency levels (for example, students who are intermediate level receive 360 minutes per week and advanced students receive 180 minutes per week).

Our school uses all of blocked schedule, ungraded as well as heterogeneous program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are heterogeneous groups. The 11th, 12th and 13th grade students are mixed proficiency levels and ungraded. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. Given the needs of the population, some of our courses have push in and pull out services.

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)?

Mandated Instructional minutes:

As per CR Part 154, all students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week,

and advanced 180 minutes of ESL and 180 minutes of English per week. We analyze the population of ELL students each year and place a licensed ESL teacher in the instructional grade as well as least one teacher who is licensed in ESL. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum, all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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.

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students. In addition, students who receive ESL services are programmed to meet with a licensed ESL teacher per mandated minutes based on their English proficiency levels (for example, students who are intermediate level receive 360 minutes per week and advanced students receive 180 minutes per week.) Currently there is one student who is advanced and receives a total of 180 minutes per week of ESL instruction.

Middle College uses all of blocked schedule, ungraded as well as heterogeneous program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are heterogeneous groups. The 11th, 12th and 13th grade students are mixed proficiency levels and ungraded. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners, a minimum of 540 minutes of ESL per week, intermediate level receive 360 minutes of ESL per week, and advanced, 180 minutes of ESL and 180 minutes of English per week. Since our population of English Language students is less than 1% of our entire population, these students are programmed for an ESL class that meets during the week for the mandated minutes. In addition, 10th grade students and 12th grade students meet with a mentor, certified teacher once a week, who coaches students prepare exit projects based on the student portfolios. These exit projects are presented to a panel of teacher as a formative assessment.

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

At MCHS our ESL program is taught and reinforced in all classes. Each class is 56 minutes long. MCHS Goals for all students include the following which are very important for our ELL students:

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

All teachers submit curriculum maps and unit plans that show Common Core Learning Standards. Teachers also review student data and curriculum in department meetings twice a month to insure that teachers are creating curriculum that supports student growth and achievement.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Middle College offers a native language assessment in the beginning of the school year for all incoming ell students. As part of the collaboration with Lguardia Community College, students are also allowed to register for college native language courses. Students are also allowed to present as part of their performacne based assessments, a native language biography/introductory letter to panel. We offer push in and pull out services for our students to meet the recommended time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All of our class periods are 56 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction. Our advanced student also exceed the required 180 minutes per week of English Language Arts.
 - English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
 - Language skills are most effectively learned in context and embedded in a content areas.
 - Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
 - The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
 - Career education is a significant motivational factor for adolescent learners.
 - Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
 - Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
 - Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally
 - Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.In addition, students are given a diagnostic in all content areas to evaluate students current skill levels. Formative assessments are also given in 3, 6, and 9 weeks of the cycle.
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).

Plan for SIFE Students:

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

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

Plan for Long Term ELLs.

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

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

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

The plan for former ELLS to to continue on going support and accomadations. Former Ell's will be encouraged to take college courses as part of our 5th year program. Courses that students are encouraged to take is Vocabulary enhancement, communications, introduction to writing and Fiction and non fiction reading. These courses will reinforce students lteracy and ESLdevelopment.

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?

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge

is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring.

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out strategies and best practices and to access the students strengths and area which still need improvement.

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?
- Middle College High School at LaGuardia using a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's we teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with our Special Education teacher or service provider depending on the needs of that student's particular IEP in order to determine the best instructional strategies to meet the needs of that student according to their IEP.

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

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

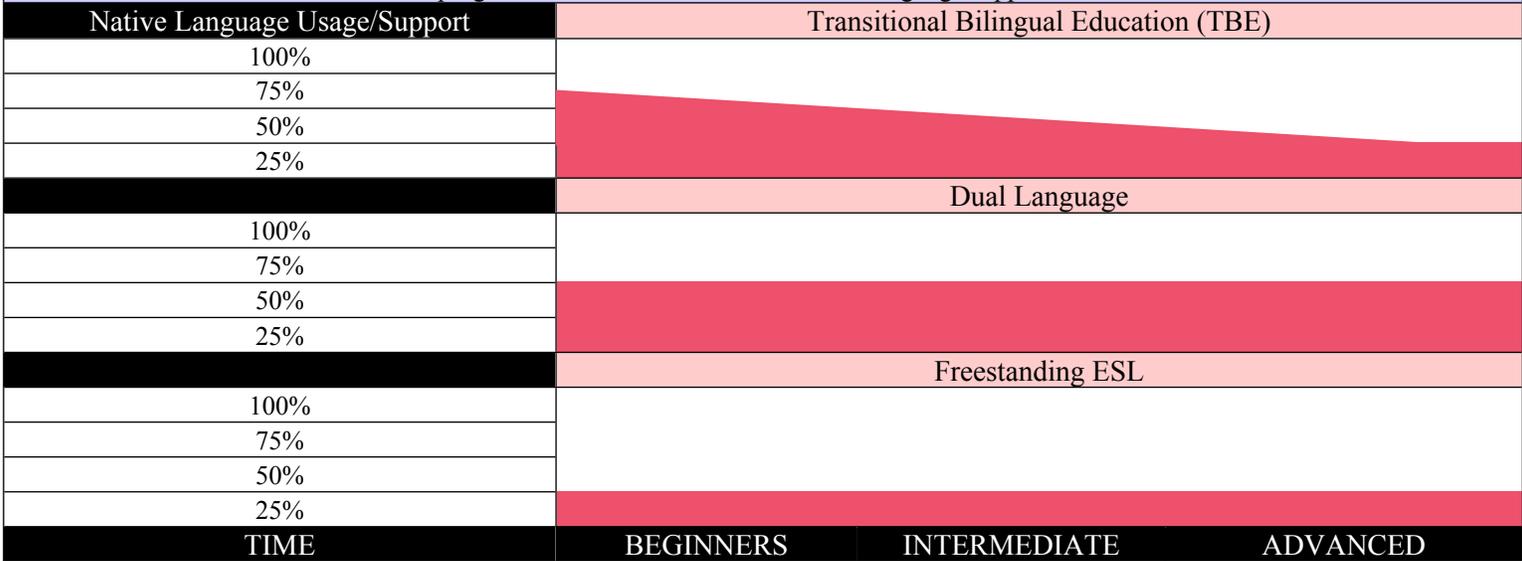
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

The interventions for ELL as a sub group in all of the the core content specific areas (ELA, math, Social Studies and Science) includes increasing extended time services to focus on content and skill development, analysis of data, this includes students work, formative and summative assessments, Saturday credit recovery program which is skill specific as well as increasing literacy across disciplines and writing program in all classes. The interventions are in English.

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

As a school, our literacy focus is on improving reading comprehension, listening and speaking skills. We are focusing on teaching students how to analyze and interpret non fiction texts for argumentative writing. Our ELL population is benefitting from this initiative because it supports communication, wrting, and reading skills in content areas. All teachers are aware that they are teaching ELL students and FELLs. In class assessments are used to analyze students progress. a final PBAT is given in all subject areas which reflects a students growth over time in all content areas. This intiative is pushing our ELL population to improve their comprehension skills.

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

We have implemented afterschool workshops for all students in peotry, writing, technology, latin dance, and knitting.

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

All ELL students are encouraged to participate in all after school activities. At the beginning of the school year, administrators reach out to all students and present the curricular and extra curricular activities offered. Middle College and International High School have collaboarted in providing students with after school activities such as Latin dance, knitting, technology, SAT prep, etc.

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

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 used:

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

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

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

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

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

Our students participate in language development /ESL programs. The focus of our program is to support student development of the English language in the areas of reading, writing, listening and speaking. Portfolio based projects and oral presentations support the work done in all courses. Students whose native language is Bengali, Chinese, Polish, Spanish and Tibetan are identified and given a college language proficiency test in reading and writing which is assessed by the English Language Acquisition department of LaGuardia Community College. Students are offered courses in their native language which could offer them 9 college credits in Language. College text books are given to students free of charge.

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

All instructional teams meet bi-weekly in grade teams to discuss students academic needs and support systems for success. Teachers review curriculum, student work, instructional materials and software that would meet the needs of our ELL population for their appropriate age and grade level.

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.

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

New students are assigned to heterogeneous teams.

The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get around the college campus and music studio, and acting as their translator and advocate in class.

18. What language electives are offered to ELLs?

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

In addition, our students are all part of the Early College Program at LaGuardia Community College and able to select from a broad range of foreign language electives from the college catalog including, Spanish, Bengali, Chinese, Tibetan, Polish, French, Italian, Korean and Japanese among many other languages. On Wednesday afternoons from 1 PM to 4:30 PM our students are encouraged to register for native language elective college classes taught by a college professor which upon completion will earn the students from 3 to 9 college foreign language credits from LaGuardia Community College.

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)?

Paste response to questions here:

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.

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

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

Professional development for all staff at Middle College High School at LaGuardia is geared toward improving ELL academic achievement, Common Core aligned instruction and language development; we build teacher capacity in these areas by a variety of means:

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

Professional Development is on going through out the year. PD is offered on DOE scheduled PD days as well as every other Monday, twice a month for 10 months.

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

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics:
Professional development for all staff is geared toward improving academic achievement and language development; we build teacher capacity in these areas by a variety of means:

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

c. Q-TEL/OELL trainings: Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

In addition, Guidance counselors are invited to participate in all ELL professional developments offered by our Network. Assistant Principal participates in PD for ELLs and also turnkey information to guidance counselors. Guidance Counselors are also in communication with various college admissions to assist in the transition from High School to College.

All records of Professional Development is housed in a binder on the main office or with the Principal.

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?

School-Parent Involvement Policy

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

The policy encompasses all parents including parents of English Language Learners and special needs students.

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

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

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

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

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

Ell services are provided by Laguardia Community College and Liberty Partnership. These two collaborative programs allow parents to participate in English language workshops free of charge. This program is offered to all parents at Middle College High School.

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the

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

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

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: <u>International HS @LaGuardia</u>		School DBN: <u>24Q530</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Siegmund	Principal		1/1/01
Kim A. Tramontozzi	Assistant Principal		1/1/01
Zoraida Cordona	Parent Coordinator		1/1/01
Linda Amnawah	ESL Teacher		1/1/01
Gonzalo Hidalgo	Parent		1/1/01
Ibeth Mejia	Teacher/Subject Area		1/1/01
Rachel Wolf	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lauren Ravera	Guidance Counselor		1/1/01
	Network Leader		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: 24Q520 School Name: Middle College High School @LagCC

Cluster: One Network: CFN106

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

Part A: Needs Assessment Findings

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

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from our Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of Middle College High School at Laguardia Community College is to provide all parents with written translation and oral interpretations through all means available to us.

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.

The needs assessment of our school written translation and oral interpretation policy are summarized as follows: The largest population of parents speak languages as follows: Spanish, Urdu and Chinese as well as ASL
When needed or requested we utilize the Translation and Interpretation unit to communicate and interpret for these parents at conferences and meetings.

- This information is reported to our parents and the school community through our School Leadership Team and is also a part of our School Parent Compact and School Parent Involvement Policy section of the school's LAP and in the CEP which are created together with our parent representatives. These documents are also distributed to parents at PTA meeting through the Parent Association. Findings are also reported to the staff at staff meetings at the beginning of the year.

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 letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, and Urdu and other languages as the need arises. We also use TTY services to communicate with deaf parents on the telephone.

- Middle College High School utilizes a wide variety of strategies in order to provide written translation services to our parents. We have staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom write Spanish. Our staff members have every willing to help out by providing written translations whenever possible. Parent volunteer their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former students who are attending LaGuardia Community College. Since we are located on the campus of LaGuardia Community College we've often been able to reach out to the college community to help out with written translations. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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.

We will utilize our telephone calling machine and TTY to reach out to the parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native languages regarding important school events, messages, etc.

- Middle College High School utilizes a wide variety of strategies in order to provide oral translation services to our parents. We have staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak Spanish and also provide ASL services. Our staff members are willing to help out by providing oral and sign language translations whenever possible. Since we are located on the campus of LaGuardia Community College we have been able to reach out to the college community to help out with oral translations.

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

All written and oral communication pertaining to students academic, emotional progress as well as permission/consent slips, disciplinary matters and health services are translated in parent's native language. Language translation services are provided in house from teachers, Parent Coordinator, Assistant Principal and through LaGuardia Community College and International High School. The school maintains records of all primary languages through the Home Language Survey given to parents upon enrollment at the school.

Notification to our parents is made in a variety of ways. The Parent Coordinator and Guidance Counselors hold an orientation for new parents in September and the PTA invites new parents for a special meeting in October. The Parent Teacher Association informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in English and Spanish. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 152.
- Middle College High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.