



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	22K405
School Name:	MIDWOOD HIGH SCHOOL
Principal:	MICHAEL McDONNELL

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Midwood High School School Number (DBN): 22K405
School Level: High School Grades Served: 9-12
School Address: 2839 Bedford Avenue
Phone Number: 718-724-8510 Fax: 718-724-8515
School Contact Person: Michael McDonnell Email Address: Mmcdonn2@schools.nyc.gov
Principal: Michael McDonnell
UFT Chapter Leader: Stuart Rothstein
Parents' Association President: Karen Tam and Randy Richardson
School Leadership Team
Chairperson: Stuart Rothstein
Student Representative(s): Celine Agard and Faisal Masoud

District Information

District: 22 Superintendent: Michael Prayor
Superintendent's Office Address: _____
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 405 Cluster Leader: Chris Groll
Network Number: 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael McDonnell	*Principal or Designee	
Stuart Rothstein	*UFT Chapter Leader or Designee	
Karen Tam Randy Richardson	*PA/PTA President or Designated Co-President	
John Lombardi	DC 37 Representative, if applicable	
Celine Agard Faisal Masoud	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Sanders	Member/ Parent	
Alison Burns	Member/ Parent	
Crine E. Haly	Member/ Parent	
Heidi Bayer	Member/ Parent	
Dennis Feinstein	Member/ Parent	
Ursala Edwards	Member/ Parent	
Carol Ardito	Member/ Parent Coordinator	
Marcia Kaufman	Member/ Teacher	
Jenessa Kornacker	Member/ Teacher	
Gloria Aklipi	Member/ Teacher	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Midwood High School is a large successful public high school that currently serves over 3800 students. The school is composed of a neighborhood program (Liberal Arts and Sciences), the Humanities Institute and the Medical Science program. Our mission is to ensure that all students are challenged academically, supported socially and emotionally, and prepared for college and/or careers upon graduation. To meet these needs we have incorporated several types of supports. Our two gifted programs offer an educational experience BEYOND the requirements of an advanced Regents diploma. Students in our LASI program are offered entrance into the Honors academy based on academic strength. These students are prepped to ensure an Advanced Regents diploma upon graduation. The other students in the LASI cohorts are given access to our CTE programs. These CTE programs (Robotics, Law and Media Arts) provide opportunities for students to gain experience for a possible career in one of these areas. We also partner with several CBO's (CAMBA, Strive for College) to assist in college placement and preparation. We also provide two full time college counselors to support all students through the college application process.

Since we are a large high school, we feel we have several key strengths. Our demographic data shows that we are an inclusive, diverse school (35% Asian, 31% African-American and 22% White). This diversity is readily evident and promotes differing viewpoints and provides the cultural richness needed for true academic growth. Our large student body also allows us to offer a very large course catalog that challenges and provides engagement for all students. We can also provide the typical "suburban" high school experience. We hold plays, musicals, science fairs, model congress and countless other events in the school year. We also have one of the largest sport programs in the New York City Department of Education. Our size however also provides challenges. Our teachers can struggle at time to provide individualized attention to every student. Our building is from the 1930's and has need technological upgrades to remain relevant. Our teaching staff is also a veteran staff and this has provided challenges with regard to implementing Common Core and Danielson based rubrics.

Last year we focused on ensuring that as many students as possible attain 10+ credits per term. We used Focus School money to invest in faculty and technology to deal with this issue. We also identified implementation of Common Core into the Sciences, supporting students social-emotional growth and supporting our struggling students as the areas of focus. Our Progress report data shows that we made dramatic increases in many of the measures of student achievement related to these focus areas. This year we plan to focus on implementation of Common Core in ELA and Social Studies, continuing to support the social-emotional needs of our students and improving parental contact.

22K405 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3794	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	29	# Integrated Collaborative Teaching	43
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	16	# Drama	N/A
# Foreign Language	84	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	3.0%	% Attendance Rate			93.8%
% Free Lunch	44.2%	% Reduced Lunch			4.8%
% Limited English Proficient	3.8%	% Students with Disabilities			6.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			31.4%
% Hispanic or Latino	12.0%	% Asian or Native Hawaiian/Pacific Islander			33.1%
% White	22.7%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.3	# of Assistant Principals (2014-15)			12
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			15
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	0.6%	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			7.36
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	86.5%	Mathematics Performance at levels 3 & 4			86.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.8%	% of 2nd year students who earned 10+ credits			92.0%
% of 3rd year students who earned 10+ credits	90.7%	4 Year Graduation Rate			89.1%
6 Year Graduation Rate	92.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	P
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	P/D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	P
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	P/D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<ul style="list-style-type: none"> Teacher Lesson and Unit Plans are varied by department and do not show schoolwide alignment Curriculum generally aligned to Common Core Learning Standards (especially in ELA and Math) Student access to enrichment is limited due to budgetary constraints Student assessment data needs to be used in Global Studies to improve student performance on Regents exam as seen on the 2014 School Progress Report 		

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Goal A: By June 1, 2015, the vast majority (75%) of collected Unit Plans and Lesson Plans in the four core subject areas (Math, Science, Social Studies and ELA) will be aligned to Common Core Learning Standards.</p>
<p>Goal B: Student performance on the Global Regents June 2015 examination will increase by 5 to 10 percent, as measured by the weighted Regents pass rate on the 2015 High School Progress Report.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Groups of teachers will work with their departmental assistant principals to create, refine and share Lesson and Unit Plans for Regents based subjects in the four core subject areas. These lessons will include multiple entry points for SWD's and ELL's.	Teachers and AP's in Math, Science, Social Studies and ELA	Starting in February 2015 and concluding by June 1, 2015	Departmental Assistant Principals
2. Social Studies teachers will form a Global Assessment team that will meet regularly to create assessments, collect data and adapt the Gobal 4 curriculum based on collected data. Assessment data for SWD's and ELL's will be used to determine appropriate remediation strategies for sthese students.	Global/SS teachers and AP Social Studies	Starting in February 2015 and concluding by June 1, 2015	Assistant Principal of Social Studies
3. Create and administer ELT opportunities in the areas of art, music and intramural sports for struggling students. Intramural program will have a required homework assistance component as well. Students from the school's lower thirds, SWD's and ELL's will be targeted for these ELT opportunities.	Lowest third students in all classes	Starting in December 2015 and concluding by June 1, 2015	Assistant Principals of Physical Education, Technology and Fine Arts

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session:

1. Lesson/Unit Plans--24 teachers (6 Math, 8 Science, 6 ELA, 4 Social Studies) X 10 weeks X 2 hours= 480 hours X 49.89 = \$23,947.20

1. Lesson/Unit Plans--4 Assistant Principals X 10 weeks X 2 hours = 80 hours X 52.21 = \$4,176.80

2. Global Assessment Team--4 Teachers X 2 Hours X 15 weeks = 120 hours X 49.89 = \$5,986,80

3. ELT Opportunities--2 Music Teachers, 2 Art Teachers, 3 Physical Education Teachers, 3 Homework Assistance Teachers (10 teachers x 4 hours x 8 weeks = 320 hours x 49.89 = \$15, 964.80)
 SING (4 teachers x 150 hours= \$7483.50), Musicals, Band, and Spring Production costs

Materials:

1. The Understanding by Design Guide to Creating High Quality Units (46 copies X \$30.00 = \$1,380.00)

1. Chart Paper

1. 20 Boxes of Paper

1. 2 ink toners

2. 1 Lexmark Scanner

3. SING, School Play, Concerts, Kwanzaa etc... supplies (\$10,000)

- 3. Art Supplies (\$10,000)
- 3. Music Supplies (\$10,000)
- 3. Technology supplies (\$10,000)
- 3. Athletic Supplies (\$10,000)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, students participating in ELT activities for the Spring term will be identified, all materials will have been purchased and teachers will have applied to per session posting.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	P/D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	P/D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	P
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	P

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Freshmen in the lower third take a social-emotional learning course in their freshman year.
- There is a high demand for structures that promote social and emotional growth and health.
- Our Big Sister program has shown evidence of greater learning outcomes.
- We have only two college counselors for over 850 seniors.
- School received a Proficient rating on QR 3.4 in Quality Review that was held in December, 2014.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our social-emotional support structure will result in high attendance rates (93%+), increases in the numbers of students earning 10+ credits per year (overall and lowest third—(increases of 3% to 5%)) and provide support for juniors who are from historically under-represented communities with regard to college planning (at least 60% of eligible juniors will attend a one-on-one meeting with a college counselor) by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the</i></p>
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<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p>1. Support and develop a Big Brother / Big Sister program in which struggling minority freshmen and sophomores are matched to high performing minority students for mentoring. Students from the school's lowest third, SWD's and ELL's (including former ELL's) will be targeted for this program.</p>	<p>Struggling students in the lowest third of their class, SWD's and ELL's</p>	<p>February, 2015 to June 1, 2015</p>	<p>Assistant Principal of Guidance</p>
<p>2. Develop and support Extended Learning Time opportunities for students who are struggling in their day classes or who are under-credited. Assistant Principal of Guidance and Assistant Principal of Special Education will work together to identify potential SWD's for this program.</p>	<p>Students who are under-credited including SWD's and ELL's</p>	<p>February, 2015 to June 1, 2015</p>	<p>Assistant Principal of Guidance</p>
<p>3. Create a College Planning Meeting for juniors and their parents. Our college counselors will create a plan for success to support the college application process.</p>	<p>Selected juniors from the lowest third of the junior class including SWD's and ELL's</p>	<p>February, 2015 to June 1, 2015</p>	<p>Assistant Principal of Guidance</p>
<p>4. Continue to support our SEL focus and our focus on increasing student performance in credit accumulation on student planning. We will give all of our students a planner which is based on the book, "The 7 Habits of Highly Effective Teens".</p>	<p>All students</p>	<p>December 2014 to June 26, 2014</p>	<p>Principal</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Materials:

- 3900 Student Planners = \$15,600
- 300 Folders, 10 boxes of Paper, 2 Ink Toners, notebooks, postage for mailing
- 10 Smartboard bulbs, 20 boxes of paper, 5 toner cartridges, Pens, Pencils,

PerSession:

- Big Brother/Big Sister 3 Guidance counselors x 3 hours x 15 weeks = 135 hours x \$49.89 = \$6092.55
- Big Brother/Big Sister 2 Librarians x 3 hours x 15 weeks = 90 hours x \$49.89 = \$4490.10
1 Assistant Principal x 3 hours x 15 weeks = 45 hours x \$52.21 = \$2349.45
- Evening School 11 Teachers (1 Programmer) x 4 hours x 15 weeks = 660 hours x \$49.89 = \$32,972.40
- Extended Tutoring (Teachers) 600 hours x \$49.89 = \$29,934.00
- College Planning Meetings 2 Guidance Counselors x 4 hours x 10 weeks = 80 hours x \$53.64 = \$4291.20

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Fall term of Big Brother/Sister program and will have completed. By February 2015, students will be identified for Evening School, college planning meetings and extended tutoring. All supplies will have been ordered.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	P
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	P
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	P/D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Recent observations by school administrators show a need for professional development in the areas of student engagement, questioning, assessment and inquiry based teaching.
- Observations from 2013-2014 indicated need for professional development around multiple points of access for SWD's and ELL's.
- Staff have requested professional development in the area of technological integration into pedagogy, especially in the areas of Smartboard training and Ipad usage.
- School received a rating of Proficient on QR 5.1 on December 2014 Quality Review.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

When compared to 2013-2014, the overall average rating in MOTP observations for this school year (by June 1, 2014) will increase by 5% to 10% in components 2 and 3.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <ol style="list-style-type: none"> 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
1. Teachers and Assistant Principals will work with staff developers from the Danielson group to increase understanding around the MOTP components in a non-evaluative process. This alignment to the Danielson rubric will result in more teachers providing academic scaffolding supports to SWD's and ELL's.	All Teachers	February, 2015 to June, 2015	Principal
2. School will purchase new Smartboard software including professional development which will be used to train teachers in using the Smartboard to engage students, collect and analyze student data and provide multiple entry points for students with SWD's and ELL's.	All Teachers	February, 2015 to June 2015.	Assistant Principals of Supervision
3. To increase student engagement during whole class instruction, school will purchase the Nearpod software package and provide staff development for selected staff. These lessons (and the data collected from them) will be hosted online providing parents and other staff members with detailed data regarding their student's performance.	Selected Teachers	February 2015 to June 2015	Assistant Principal of Technology

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Materials:

1. Danielson Group Staff Developers---1 day (3.5 hours) per week for 10 weeks = \$28,800
1. ELA Danielson Rubric Alignment --- 20 days ---- \$23,000
1. Engage NY ELA Curriculum Modules ---- \$2,327.00
1. Chart paper, 20 boxes of paper, whiteboard markers,
2. Smartboard 14 software package with Professional Development = \$13,800
3. Nearpod Software = \$200 per teacher x 20 teachers = \$2,040.00

Coverage Pay

1. 20 teachers per day X 1 period x 10 days = 200 hours x \$36.00 = \$7,200.00

Per Session:

1. 1 Assistant Principal per day x 1 hour x 10 days = 10 hours x 52.21 = \$522.10
2. 150 Teachers x 3 hours = 450 hours x \$49.89 = \$22,450.50
2. 10 Assistant Principals x 10 hours = 100 hours x \$52.21 = \$5221.00
3. 20 teachers x 1 hour x 10 days = 200 hours x \$ 49.89 = \$9,978.00

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

First Danielson meeting will have occurred on February 2, 2015, all materials will have been ordered and teachers will have applied to the per-session posting by February 2015.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	P/D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	P/D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- School will focus in student work and rigorous performance tasks for the spring term.
- Assistant Principals and the Principal will conduct classroom walk-thrus to observe classroom uses of student performance tasks.
- All observations are read by the Principal. School leaders meet regularly to discuss areas of needed professional development to meet teacher needs.
- School received a score of Proficient on QR 3.1 on December 2014 Quality Review.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, at least 60% of observed lessons will contain rigorous student performance tasks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
1. Assistant Principals will provide teachers with in depth knowledge regarding creating performance tasks. Teachers will have the opportunity to work with colleagues and create these performance tasks. These tasks will be assessed and will provide information regarding the progress of all learners towards the learning objectives	Teachers	December, 2014 to June 2015	Assistant Principals Principal
2. Assistant Principals and the Principal will conduct learning walks with staff leaders from each department to assess the incorporation of student performance assessments into classroom practice.	Teachers	February, 2015 to May, 2015	Principal
3. For SWD's and ELL's school will provide academic support using the Achieve 3000 software program.	Students	February, 2015 to May, 2015	Assistant Principal, Special Education

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PerSession:

1. 24 teachers (6 Math, 8 Science, 6 ELA, 4 Social Studies) X 10 weeks X 2 hours= 480 hours X 49.89 = \$23,947.20
3. 150 hours x \$49.89 = \$7483.50

Materials:

1. 50 boxes of paper, 100 binders, notebooks, pens

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 1, 2015, teachers will have applied for per session posting and all materials will have been purchased

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	P
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	P

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Midwood High School was built in 1940 and is lacking in proper signage to welcome parents and inform them of the various support structures in the school
- The “Breakfast with the Principal” program is being modified to incorporate classroom visits by parents into areas of the school building. These visits will be held each month and will focus on particular areas.
- The creation of a Midwood “App” and the continued support of the school website along with our Global Connect phone messenger program and mailings provide a systemic structure to involve parents in the school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- Parent’s satisfaction with school culture (86%) will increase by 3 % to 5% as based on the 2015 School Survey Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be	Timeline What is the start and	Key Personnel Who is responsible for implementing

<ul style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • School will purchase proper signage to make Midwood High School a more family-friendly place. 	Parents	February, 2015 to June 2015	Assistant Principal of Guidance, Parent Coordinator
<ul style="list-style-type: none"> • School will continue to support the “Breakfast with the Principal” program 	Parents	November 2015 to May 2015	Principal, Parent Coordinator
<ul style="list-style-type: none"> • Staff members will continue to update, train and collect feedback regarding the successful implementation of the Midwood “App”. 	Parents	January, 2015 to May 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Materials:

Welcoming Signage and Banners Identifying Midwood Support Offices \$20,000

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 1, 2015, materials will be purchased and Midwood “App” will be released on the Apple Store

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 1 to 1.5 on 8 th grade ELA assessment	Students are focused on reading and writing. They keep journals and portfolios of their work and teacher feedback and most of their work is based upon regents based questions.	In class, via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing Achieve 3000 as a primary online resource.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various online resources which they can use from home, etc.
Mathematics	Level 1 to 1.5 on 8 th grade Math assessment	School provides differentiated algebra and geometry tracks for struggling math learners. Teachers utilize various online resources including programs through RevolutionK12, KHAN academy, JMAP and regentsprep.org. The focus is on getting the students proficient with conceptual understanding.	In class, via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Students are utilizing RevolutionK12 as a primary online resource.	Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various on-line resources which they can use from home, etc.
Science	Level 1.0 to 1.5 on 8 th grade Science assessment	School offers a science literacy class for struggling science	In class via differentiated instruction by way of small groups.	Students are programmed for the science literacy course

		<p>learners. The course builds science literacy for students and prepares them for the rigors of living environment and earth science. Struggling science learners can also access our self-review program, which is a computer-based model of support that students can use in school during a free period.</p>	<p>Tutoring is provided in multiple formats including peer tutoring, teacher tutoring and the self-review model</p>	<p>during their freshman year based upon their 8th grade standardized test scores. Most additional services are provided during the school day with additional teacher tutoring taking place both after and before school.</p>
Social Studies	Level 1.0 to 1.5 on 8 th grade ELA assessment	<p>Students are focused on argumentative writing by using primary source documents and graphic organizers. The school is infusing the use of iPads into classes with struggling learners as a means of supporting motivation, access to primary source documents and on-line tutorials.</p>	<p>In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring</p>	<p>Most of these services are provided during the school day with additional teacher tutoring taking place both after and before school. Students are also provided access to various on-line resources which they can use from home, etc.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Every student, as needed	<p>Guidance counselors teach a social emotional learning class. Guidance counselors lead our Big Brother and Big Sister programs. These programs provide at-risk students with academic, organizational and social and emotional</p>	<p>Individual and small group counseling is provided to at-risk students.</p>	<p>Counselors are available throughout the entire school day and there are additional after school supports four days per week.</p>

		supports. Counselors conference with students routinely and our crisis management team is always on call.		
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **405** School Name: **Midwood High School**

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: MIDWOOD HIGH SCHOOL	DBN: 22K405
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: Midwood High School has developed a very successful Afterschool & Saturday program to serve ELL/Bilingual students. The skill- building components will include instructional aspects that our data has shown are most needed by ESL students. We looked at the results of the Regents examinations in all subject areas, the component breakdown of the NYSESLAT exam, the breakdown of the ELL Periodic Assessment given in May, as well as the grades received in report cards for subject area classes. We also conducted informal meetings with subject area teacher, in order to gain further input as to the needs of the students while supporting specific subject area needs. After evaluating all test data and professional input by teachers, we determined that our students would greatly benefit from continued and sustained support in reading, academic vocabulary acquisition, writing, content area support, conversational skills and college readiness and preparation that would grant them the ability and opportunity to do well in their Regents exams, as well as increase the level of confidence to do well in their new language, academic subject areas and to prepare for college in the future. It was also determined that a small group of students designated as academically at risk and SIFE, would have additional meeting time with the ESL teachers so that they can become technologically proficient while boosting literacy skills. In order to increase the students' technological ability while fostering and enhancing academic skills, they will partake in the creation of an ESL Newsletter that will be shared with the entire school's community.

The instructional skill building components will include academic vocabulary that will support all content areas, reading-decoding skills, writing skills, and conversational skill-building exercises. Students will also receive support to become computer proficient, technical skills necessary for their present and future academic success as they seek to enter college. They will receive extra instruction to boost academic success in ELA, Math, Global and Science, and will produce an ESL Newsletter to be published 4 times per year, as they put into practice their newly developed and supported technological skills. Students will also have the opportunity to explore the following venues: East Tenement Museum, Brooklyn Museum and the New York Historical Society. The ESL instruction will use the Quality Teaching for English Language Learners approach and Ramp Up for Literacy format, both are supported by scientifically based research that indicates that language development is best supported by the workshop model. By being aware of the specific needs of our students and targeting those needs, they

Part B: Direct Instruction Supplemental Program Information

will be able to increase the acquisition of academic vocabulary as well as their literacy skills in general. On Saturdays, an Assistant Principal will be on-site, to ensure safety and security for all in the program, at least one-half hour before the program starts to greet students and parents. The assistant principal on site will also assist the Saturday Academy teachers in the computer Lab with the technology available- students and teachers need additional support with using software and hardware and Smartboard tools- as student groups work at different stations and in differentiated tasks according to their particular need for their assignment. The teachers also welcome the AP into their classes as he observes classes for academic rigor and student engagement. He circulates the classes and supports teachers in making their time with students be more productive as he supplies insights as how to use technology and supports its access for everyone. The assistant principal on site will also meet with parents to discuss students' individual progress, needs and ways to address and support those needs; furthermore, he will ensure a safe dismissal at the end of the day. The assistant principal will arrange for Metrocards for participating students and facilitate access to necessary additional art materials to support students on their tasks.

Instruction will be provided by Midwood licensed ESL teachers, licensed teachers in content areas, as well as Bilingual licensed teacher after school and on Saturdays to improve English, Math/ computer technical skills and Social Studies skills in order to prepare ELLs for the English, Algebra, Global Studies, US History Regents Exams when needed.

Subgroups and grade levels to be served:

Current ELL students who are at risk from 9th, 10th, 11th, and 12th grades at all levels of proficiency will be served. Special small SIFE Advisory groups will support ELA, by using Achieve 3000, and technical skills by partaking in the creation of the ESL Newsletter. Parents will be formally invited three times a year to observe student work. However, all and any parent is welcome to any session, Afterschool or Saturday, to visit and observe student work at any time.

Schedule and Duration:

The program will run Afterschool and Saturdays for a total of 53 days, (Tuesdays, Wednesdays, Saturdays) starting on October 14th and ending June 13th. The specific dates are as follows: October 14, 15, 21, 22, 25, 29; November 1, 5, 12, 15, 18, 19, 22; December 2, 3, 6, 9, 10, 13, 16, 17, 20; January 7, 13, 14, 20; February 28; March 3, 4, 7, 10, 11, 17, 18, 21; April 14, 15, 18, 21, 22, 25; May 5, 6, 9, 12, 13, 16; June 2, 3, 9, 10, 13. Saturday classes will run from 8:30 to 12:30 and additional meetings will occur on Tuesdays and Wednesdays after school from 3:35-4:35 ; as the NYSESLAT and Regents approach, more tutoring sessions may be added in order to provide additional support and preparation in all subject areas.

Language and Instruction:

All classes will be held in English. ESL techniques and methodologies for the acquisition of English for English Language Learners will be used. A Bilingual Haitian Creole teacher will be available to support lower performing students who speak Haitian-Creole, using Bilingual teaching techniques. The focus of the program will be to enable all students to improve English acquisition and succeed in their classes,

Part B: Direct Instruction Supplemental Program Information

Regents exams, and college readiness.

and licenses of teachers involved:

There will be two ESL teachers and one Bilingual teacher involved in the program to fulfill the ESL component. An English licensed teacher with ESL training will be used to teach the English component and a Math teacher, who has received ESL training by the DELL's. There will also be content area licensed teachers working alongside our ESL licensed teachers during the afterschool program whenever needed to support content knowledge acquisition.

Types of Materials to be used:

ESL, English, Global and Math books, as well as other materials such as workbooks, are already in our curriculum from previous years and will be used at no additional cost to the program. There will be hands-on activities using printing supplies and computers. We will need to purchase printing toner and paper to enable our students to produce the ESL Newsletter and work for both, their Saturday as well as their weekday assignments.

Part C: Professional Development

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

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

Begin description here: Rationale

To ensure that all teachers need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge in our school, Midwood High School has adopted a common planning schedule that allows forty five minutes block time for meetings twice per month on Mondays; four Mondays a semester are devoted to ELL training on a schoolwide basis. Additionally, our ESL teachers provide our subject area teachers 2 periods at week with support, discussions and ESL techniques that they may use in their classrooms; many of these techniques are successfully impacting our students.

Teachers to receive training

Mr. Pavone (ESL Teacher), Mr. Pinsky (ESL Teacher), Ms. Volcy (Bilingual Teacher), Ms Cox (ELA Teacher), Mr. Peterson (Math Teacher) and Ms. Fernandez (A.P. ESL & Foreign Languages) attend staff development workshops. These teachers attend PD's supported and presented by NYC DOE's DELLSS. Mr. Pinsky, Mr. Pavone and Ms. Fernandez will also attend a series of Professional Development presented by Center for Applied Linguistics (CAL) to further enhance their skills and turn-key new knowledge as they provide in-house professional development to all subject area teachers who provide

Part C: Professional Development

subject area instruction to our ELL's. The ability to attend the Center fo Applied Linguistics Professional Development will grant us the possibility of boosting our regents preparation program as we integrate techniques and ideas into our Title III program. Our ESL teachers will be able to turn key their knowledge to all the members of our staff so that there will be a multi-layer of positive impact in each child's education. Members of the following departments are part of our ongoing, in-house high quality professional development: English, Social Studies, Biology, Physical Sciences, Foreign Language, Music/Art/Technology, Mathematics, Special Education, Guidance and Counseling, and Health & Physical Education.

Schedule and duration

Staff development workshops in-house are seven Mondays per year: November 3, December 8, January 5, January 12, February 9, March 9, April 13. Informal collegial and professional conversations and meetings occur in a daily basis as subject teachers seek the knowledge of our ESL teachers to support them in their classrooms. ESL Teachers, Mr. Pavone and Mr. Pinsky, will be attending all-day Center for Applied Linguistics Professional Development on December 16, 17, 18, 2014.

Topics to be covered

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

Name of provider

Ms. Teresa Fernandez, Assistant Principal Foreign Language &ESL; Mr. Joey Pavone, ESL Teacher, Mr. Max Pinsky, ESL Teacher, ESL Teacher will conduct in-house workshops. The Cenetr For Applied Linguistics.

Part D: Parental Engagement Activities

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

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

Begin description here: Rationale:

Midwood High School encourages as much parent involvement as possible, especially with at-risk groups, including SIFE students. We have a number of students who may benefit from constant home

Part D: Parental Engagement Activities

contact and we provide translation services to those parents. We have set aside Fridays to communicate with parents as a routine action, this provides parents with ongoing communication and supports us in addressing our students' academic, emotional and social needs. We also make use of our web page to keep parents informed of our schedules and activities. We also encourage a positive attitude towards education and attending school programs that increase academic achievement. Therefore, even though the parents of our students are always welcome in our classroom, we have scheduled days that parents are formally invited to come to Midwood and watch their children's work and discuss their individual needs, as their children look forward to passing regent exams, graduation and college.

Schedule and Duration:

There are four scheduled parent days planned: October 9 (4:00-6:30), December 6 (10-12:00), March 7 (10-12:00) and June 13 (10-12:00).

Topics to be Covered:

The topics to be covered during these meetings will be: During the October 9th Workshop : "Understanding the Services Available at Midwood High School and NYC DOE to Help You and Your Child Be Successful" During this session parents will meet your child's ESL & Bilingual Education teachers. We will provide them with important information about general requirements for the English as a Second Language (ESL) Program and the Haitian-Creole Bilingual Education Program. We will share with them information about State Standards, assessments such as the NYSESLAT, course requirements and school expectations for a successful high school career. ELL parents will be introduced to how NYC DOE operates. Since most of the ELL parents' were not raised in this country, they may not understand the school system and how it works. We will explain the idea/concept of credits and delineate for them the process by which students may earn credits. We will also give an overview of the specific offices in our school and their responsibilities; including guidance and college offices. It is our goal to support each one of our students to attend a higher education institution upon graduation from high school. We will also share with parents the following: techniques on how to support their child's academic growth at home, how to use Midwood High School's website to get information of ongoing events in the school community and celebrating our students' work at Midwood.

During the December 6 meeting "The College Application Process", we will go over the documentation, tests and necessary materials in order to apply to college such as transcripts, letters of recommendation, SAT exams, FAFSA forms, CUNY & SUNY portals, private colleges applications, Work Study programs, TAP, and all other pertinent materials and procedures. As the college application procedure is totally unique to the United States, parents need to become familiar with this new and complicated process. We provide parents with individual attention to support them during this entire process. There is time provided in the computer lab in Library, to have parents get acquainted with the online application process.

During the March 7 meeting "Road to College" we will review share individual transcripts with parents and assess student progress with parents vis-à-vis their regents progress and June exams. We will also discuss and familiarize in detail with college entrance exams SAT and/or ACT, as well as the CUNY /SUNY placement exams. Parents will have an opportunity for individual support as they become acquainted

Part D: Parental Engagement Activities

with these assessments and procedures.

During the June 13 meeting "Celebration of our Students" we will meet with parents to celebrate our students' accomplishments and growth during the year. We will discuss plans and strategies parents can use to support their child's continuing academic and linguistic growth over the summer months.

Name of Provider:

Teresa Fernandez (AP ESL/Foreign Language), Joey Pavone (ESL Teacher), Max Pinsky (ESL Teacher) and Marie Volcy (Bilingual Teacher)

How parents will be notified of these activities:

Parents will be called by native language speaking paras, teachers or translators. Invitations will be backpacked home with students with dates, times, and programs. These date will also be posted on the school's website and the Department of ESL & Foreign Language page.

Part E: Budget

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

Allocation Amount: \$17,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	Per session @ Reimbursable rate Supervisor 80 hrs= \$ 4,207 Teachers 219 hrs= \$ 10,950	On site Supervisor for Saturdays and onsite classroom teachers for Saturdays and Weekdays.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1500 \$ 300	Center For Applied Linguistic all day Workshop prep coverages for 2 ESL teachers- Dec 16, 17, 18, 2014 Allocation towards CAL Spring follow up @ FDR High School
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$43	Paper & toner for printing ESL Newsletter and students' work
Educational Software (Object Code 199)	0	All software expenses are paid by other budgets.

Part E: Budget

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

Allocation Amount: \$17,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	0	None, Metrocards provided by other budgets.
Other	0	_____
TOTAL	17,000	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										5	5	4	3	17
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	5	5	4	3	17

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	101	13	7	31	0	4	21	0	9	153

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	101	13	7	31	0	4	21	0	9	153
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Teachers assess early literacy skills using reading and writing assessments for both ESL and TBE students. These assessments, in addition to the ELL Periodic Assessments, ascertain the language and syntax level of the student, and their readiness to move ahead on the spring NYSESLAT. Information from these exams provide insight into the student's ability in the areas of decoding, syntax,

comprehension, and vocabulary usage. This informs our instruction around reading activities and skill building throughout the year. ELL teachers of students whose literacy skills are not well developed provide independent reading support throughout the year to further develop students' literacy skills. Books have been purchased to meet the needs of students at all levels. In the fall and spring we administer a standardized acuity ESL Periodic assessment. We use these results, along with our in-class reading and writing assessments to modify our instructional practices to include reading skills practice, and writing workshop into those levels of ESL and TBE where early literacy levels have been found to be low.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Students who enter our ESL program in the ninth grade quickly advance to the next level by the tenth grade, and by eleventh grade most of them have achieved either Advanced or Proficient on the NYSESLAT exam. A large percentage of our ninth graders come to us with Advanced or Proficient scores in the Listening and Speaking Modalities, but with Intermediate and Advanced scores for Reading and Writing. Since our school's population of ELLs come from the area middle schools, and we received very few over the counter students in the past five years, we do not have enough LAB-R data to support a trend analysis.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:
 - 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?

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

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

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

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

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

N/A

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. In order to identify our English Language Learners (ELLs), the Home Language Identification Survey (HLIS) is administered by ESL pedagogues or the Assistant Principal of Foreign Languages/ESL during enrollment at which time an informal interview in English and the native language is given. This survey lets the school know what language the student uses at home. If the HLIS indicates that the pupil uses a language other than English, our ESL teachers, Joey Pavone or Veronica Coleman, administer the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment to determine the student's English proficiency. Performance on this test determines the student's entitlement to English language development support services. Those students who score below proficiency on the LAB-R become entitled to state-mandated services for ELLs. To determine language dominance, a Spanish speaking student found to be entitled to the ESL instructional program is also administered the Spanish LAB by one of our teachers within ten days. If parents do not choose an ELL program, the default program is bilingual education. Each spring all 9-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following academic year, along with the appropriate placement level.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Per section 154, we hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, parents have the opportunity to receive materials about all three ELL programs in their home language, to view the Parent Orientation Video in the appropriate language, and to ask questions about ELL services with assistance from a translator, whenever necessary. The A.P. of Foreign Language/ESL and ESL teachers conduct all orientations for parents of newly enrolled ELL/LEP students on an ongoing basis as new students are enrolled and within ten days of their enrollment. The Assistant Principal of Foreign Language, Teresa Fernandez, conducts the parent orientations, supported by ESL teachers, Joey Pavone and Veronica Coleman to fully explain the three program choices. Faculty members who speak the parents' native language(s) provide oral interpretation and translation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. During the orientation for newly enrolled ELLs, entitlement letters and letters apprising parents of program choice are distributed in English and, where available, the native languages. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. If parents do not choose an ELL program, the default program is bilingual education. We mail a Parent Survey and an entitlement letter home informing parents of their child's instructional placement and program types as per CR 154. In collaboration with the parent coordinator, we make

phone calls home to ensure the receipt of the entitlement letter so that parents are aware of eligibility. In rare instances, we visit the home to make sure that the forms are completed. The Parent Coordinator also collects and forwards the Parent Survey and Program Selection form and forwards them to the Pupil Personnel Secretary for filing in the pupil's permanent record folder. A copy of this form is then forwarded to the LAB coordinator's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After reviewing the Parent Survey and Program Selection forms, based on the parent choice selection, we place the student in the appropriate program: Transitional Bilingual Program, Free Standing ESL, or Dual Language. If a parent selects a Transitional/Bilingual or Dual Language program that cannot be accommodated because of a lack of numbers, parents are directed to schools which can accommodate their program option and informed that should enough parents request the same program, we would create the program in our school. If the parent does not wish to transfer schools, the student is placed in the appropriate program available in our school. Record of the parent choice is kept on file in the LAB coordinator's office. In the event that enough parents of the same language choose a Transitional/Bilingual or Dual Language program we would create the requested program. Faculty members who speak the parents' native language(s) assist with oral interpretation and translation during this process. One designated guidance counselor is assigned to ELLs. The guidance counselor meets with content area Assistant Principals in order to discuss programming and placement of ELLs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each year, we administer the speaking portion of the test to students during the administration period. Absent students are captured within the testing window. Long Term Absent students are contacted at their homes and encouraged to come in to school for the purposes of taking the test. ESL teachers administer the remaining modalities over the course of three days. Any absent students are given a make-up test date and time. Make-up days are provided for each modality. Students who are absent on a given make up day are pulled from class and administered the remaining modalities one-on-one by an ESL teacher or the Assistant Principal of Foreign Language. Long Term Absences are contacted at home and encouraged to come to school to take the test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the data has shown that we have had a steady decrease in demand for our TBE program. Eight of our parents have requested a Transitional Bilingual Program and 95 have requested Free Standing ESL, with no parents requesting the Dual Language Program. We have also noticed a trend in receiving student replicas that do not contain HLS from middle schools. A copy of the Parent Survey and Program Selection form is stored in the LAB Coordinator's office. The program models at our school are aligned with parent requests. This year, we did not have enough students on a grade to schedule our bilingual Haitian Creole classes, but we maintain the staff and program materials necessary to open classes should our numbers increase in the coming months or years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our staff consists of 3 certified ESL teachers and 1 certified bilingual teacher. ESL teachers have strong English language proficiency skills and academic language proficiency. They are good language models for English literacy instruction. Our bilingual teacher has strong academic language proficiency when delivering instruction in both Haitian Creole and English. All teachers of our TBE students are knowledgeable about the orthographies of both Haitian Creole and English Languages, including similarities and differences in the alphabetic, phonetic, phonemic, syntactic, and morphemic systems. They are good language

models for native literacy instruction. Content area teachers of our bilingual students are highly qualified in their subject areas and are linguistically proficient in both Haitian Creole and English. Should the number of Haitian Creole speakers increase to twenty on a grade level, we are fully staffed to provide the mandated instructional minutes for our bilingual program.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the TBE program the language of instruction for the content area subjects is Haitian Creole 60% of the time so that students develop conceptual skills in their native language as they learn English. The instructional approach and methodology used in the content subject areas is to introduce the concepts in the native language first, with discussion, application and practice in both the native language and English. Teachers encourage students to keep vocabulary lists that are subject-specific, and to use their bilingual dictionaries where possible. Videos and extra materials are made available to students in core content areas outside of class time to further enhance the delivery of content knowledge. Teachers make wide use of graphic organizers relevant to the subject area to aid ELLs with organizing key information. Teachers in the ESL and Bilingual programs use the communicative approach in second language acquisition, implementation of the Balanced Literacy model, cooperative learning activities, paired activities, use of the writing process, readings in literature, classroom libraries, videos, and other strategies which foster language development. In order to make content comprehensible, content area teachers use Power Point with visual representations of concepts to make the information accessible across language skills. Subject teachers organize delivery of content in a sequential manner building upon previous knowledge to reach mastery of the concepts at hand. Students are given direct teaching in note taking and study skills, as well as organizational skills. Each department maintains a course selection dedicated to ELLs and Bilingual students, which support their requirements towards graduation. In the ESL program, content area teachers use the same materials as mainstream students, but the delivery of material is modified to make content comprehensible as described above. Regents course teachers infuse examples of regents questions for the topic being taught into lesson. Students are encouraged to problem solve regents level questions by working in groups to figure out what the questions are asking them to do. They practice test taking strategies like eliminating answers, and write explanations in sentence form to prepare for short answer responses on the test. Science teachers utilize videos, smart board presentations, and animations to illustrate concepts and engage students. Science teachers hold weekly lunch time tutoring sessions to provide students with additional support. In mathematics, teachers spend a great deal of time ensuring that ELL students comprehend mathematical terms and vocabulary in the context of problem solving. They teach the students how to break down and interpret math problems so the solutions are easily accessible. In alignment with the Common Core Standards, they foster a deeper exploration of mathematical concepts to ensure that ELL students not only correctly interpret the material and vocabulary, but persevere in solving problems.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who are new to our programs are given age appropriate texts to read and discuss in the native language. Students are also asked to provide a writing sample. Transcripts from the students' home country are evaluated by the dedicated ELL guidance counselor to determine level of education in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our curriculum incorporates skill building across modalities in each unit. Throughout each unit of study, students are given the opportunity to assess their own skills, peer assess, engage in performance assessments such as live debates and presentations, writing projects, and traditional grammar tests. Students are informally assessed daily through a variety of activities designed to address all four modalities on a daily basis. In addition, we administer the ELL Interim assessments in the fall and spring. This combination assessment models provides ESL teachers and ELLs with a clear understanding of each student's current skill level and areas for improvement.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

For ELLs with special needs, we follow the mandates of their particular IEPs. Those students who require Special Education Pedagogues for all instruction are provided with a self-contained environment throughout the day, except during ESL class, for which students are integrated into an inclusion setting. Teachers and paraprofessionals provide ELLs with special needs differentiated support in their content area classes. We also support our special needs bilingual population with tutoring supports, computer assisted literacy programs, testing accommodations and translation services for parents and guardians. There are a few

students with alternate placement paraprofessionals. We provide students with a bilingual paraprofessional whenever possible. These paraprofessionals are assigned to students in their special education classes, during ESL class, and during all standardized and classroom exams. Our Alternate Placement Para students are in need of only the supports of the para that are assigned to them as prescribed on their IEP. When the NYSESLAT exam is administered, all the students who are scheduled to take the test are provided with the accommodations mandated on their IEP. In addition to the mandated IEP services, the ELLs in our Special Education program are provided with before and after class one-on-one tutoring and small group tutoring at the Peer Tutoring Center and the ESL Resource Center. They are also provided with peer tutoring within the inclusion environment. In the ESL Resource Center and Peer Tutoring center our students have access to technology and materials such as computers, books on tape, leveled books and videos to better support their learning styles and enrich subject knowledge. Teachers in Special Education classes use computer based literacy programs with diagnostics and assessments, including Achieve 3000. All related support services such as speech and counseling are also provided.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

As per Midwood High School policy, all students regardless of program are invited to join all extracurricular activities, such as athletics, academic clubs, social clubs, arts clubs, ARCHON (community service honor society), and school performances. Our ESL students are highly esteemed because in the past few years, they were the building force of our school's cricket team, which is now highly competitive within the high school leagues in New York City. All of our ELLs are afforded the opportunity to apply and be selected to one of the following academic programs: LASI (Liberal Arts and Sciences Institute) in which students choose one of six strands (Pre-Engineering and Technology, Communication and Media Arts, Law, Leadership and Community Service, Performing Arts, Gilder Lehrman Exploration of American History, or Health Careers), Medical Science Institute (students must have a 90 average in academic subjects), or the Humanities Institute (students must have an average of 85 and take 2 years of Latin). ELLs

are recommended by teachers and guidance counselors to join one of the above mentioned programs. Announcements are made twice weekly to inform the entire school community about both extracurricular and curricular activities to which our ELLs are invited. Our ELLs must complete a program of study in one of our three institutes in order to graduate. As a graduation requirement, Midwood High School requires that every student get service credit, which our ELLs get by serving as Peer Tutoring monitors, office monitors, athletic players, teacher assistants, and performers in school plays and musicals. Additional after school tutoring in math, science, and ELA is offered weekly beginning in October. Saturday school runs from 8:30-12:30 each week beginning in October.

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

2. Our school partners with CAMBA, a community based organization that provides students and families with counseling, legal services, language services. and tutoring. We also work with Th Brooklyn College Community Partnership to provide students and families with access to the college experience, tutoring services, and preparation for the college application process.
3. We offer a back to school curriculum night for parents at which parents are provided time to learn what we offer and inform us of additional needs. The school also sends surveys for parental feedback and encourages them to be part of our School Leadership Team. Our ELL parent survey asks parents for the following information: the best way to contact them, biographical data, educational background of parents and children, personal skills they can offer us to help us support our program, the academic needs for their children as they perceive them, what workshops they would like to attend, and their availability for meetings and workshops. The school also conducts feedback sessions through the Parent Teacher Association and the School Leadership Team.
4. Through the help of our parent coordinator, Carol Ardito, we will create classes during our Saturday program to coach our parents and students on how to set up short term and long term SMART goals with continuing support from the school community. The parents of our ELLs have an open invitation to our Saturday program so that they can see what their children have done during the week and the teachers may answer any academic questions or concerns they have. In response to our parents need, via oral feedback and one on one conversations, we conduct workshops strictly for our ELL parents on the topics of graduation requirements, Regents Exams, College Readiness, College Application Process, computer skills (including access to ARIS and online grading), and New York State Testing Modifications.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: **Midwood High School**

School DBN: **22K405**

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

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