

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>22K405</b>
<b>School Name:</b>	<b>MIDWOOD HIGH SCHOOL</b>
<b>Principal:</b>	<b>MICHAEL MCDONNELL</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Midwood High School School Number (DBN): 22K405  
Grades Served: 9-12  
School Address: 2839 Bedford Avenue, Brooklyn, NY 11210  
Phone Number: 718-724-8500 Fax: 718-724-8515  
School Contact Person: Michael McDonnell Email Address: mmcdonn2@schools.nyc.gov  
Principal: Michael McDonnell  
UFT Chapter Leader: Stu Rothstein  
Parents' Association President: Ursula Edwards  
SLT Chairperson: Stu Rothstein  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Celine Asgard  
Faisal Masoud

**District Information**

District: 22 Superintendent: Michael Prayor  
6565 Flatlands Avenue Room 112  
Brooklyn, NY 11236  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 718-290-8675 Fax: 718-290-8690

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: \_\_\_\_\_  
Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn, NY  
Director's Email Address: CWatson21@schools.nyc.gov  
Phone Number: 718-759-4875 Fax: 718-759-3909

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Stu Rothstein	*UFT Chapter Leader or Designee	
Ursala Edwards	*PA/PTA President or Designated Co-President	
John Lombardi	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Celine Agard	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcia Kaufman	Member/ Teacher	
Fanny Daniels	Member/ Teacher	
Kamil Krazewski	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 times 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 ELA, 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 increasing credit accumulation, instituting a Science/ELA AP Capstone program, providing more ELL/SWD supports and increasing access to college and career courses for all students.

## 22K405 School Information Sheet

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 – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- Common Core Learning Standards fully integrated into English Language Arts and Mathematics as shown by Regents results in Algebra I, Geometry and ELA Regents results.
  - Principal Practice Observation visit in November identified Social Studies instruction and Collaborative Team Teaching instruction as areas in need of improvement.
  - Data has shown significant improvements in 10+ credit accumulation and graduation rate over the past two years.
  - Evaluation of 9<sup>th</sup> and 10<sup>th</sup> grade student work in ELA indicates a need to focus on writing in the content areas.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Global studies teacher team will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of five (5) units of study.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School will purchase the AVID learning modules for use with freshmen in our LASI program as well as high need students. Teachers will be sent to training over the summer to learn AVID strategies and protocols. Teachers will represent all subject areas including Global Studies.</p>	<p>Lower third freshmen</p>	<p>7/15/15 to 05/30/16</p>	<p>Assistant Principals, Principal, Teachers</p>
<p>School will program 100 students to take the AP Capstone—Research exam and course. AP Capstone instruction will consist of an ELA and Science course.</p>	<p>Students in the MedSci program</p>	<p>9/15/15 to 5/30/16</p>	<p>AP ELA, AP Science Teachers</p>
<p>Global Studies Assessment Team will meet weekly to create assessments, analyze results and suggest changes in instructional focus.</p>	<p>All students in Global Studies</p>	<p>9/15/05 to 5/30/16</p>	<p>AP Social Studies</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Circular 6 Global Assessment Team, AVID Learning Modules, AVID Professional Development, AP Capstone Professional Development</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, at least three (3) units of study will be completed.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- Daily attendance rate near 95%
  - Suspension rates are lower than similar schools
  - Students have expressed desire for more choices in Social Studies electives and ELA thematic classes
  - 2014-2015 Preliminary school survey results indicate strengths in classroom behavior, social-emotional measure and peer support for academic work.
  - Students have indicated a greater desire for seats in AP course offerings.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, the number of students that have taken a 2016 Advanced Placement examination will have increased by 3 to 5 % when compared to May 2015

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Several new ELA and Social Studies course will be created, accredited and offered to students in the 2015-2016 school year.</li> </ul>	<p>All students who have passed the ELA Common Core Regents</p>	<p>09/15/15 to 05/15/16</p>	<p>AP ELA, AP Social Studies</p>
<ul style="list-style-type: none"> <li>• Available seats in AP courses (BC Calculus, Computer Science, Physics 1, Physics 2, English Literature and Comprehension) will increase when compared to available seats in 2014-2015 school year</li> </ul>	<p>All students eligible for AP courses</p>	<p>09/15/15 to 05/15/16</p>	<p>Assistant Principals</p>
<ul style="list-style-type: none"> <li>• In coordination with Kingsborough Community College and Brooklyn College, “College Now” courses will be developed in Sociology and Math. These courses are aimed at typically underserved populations</li> </ul>	<p>Selected students from traditionally under-represented subgroups</p>	<p>09/15/15 to 05/15/16</p>	<p>AP Guidance, AP’s Supervision</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>New curriculum in ELA and Social Studies, AP Professional Development, computer access,</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In February 2016, the number of students in Advanced Placement classes will remain the same (within 2%) of the number assigned in September 2015.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- As a multi-session school, we were exempted from the prescriptive format for professional development, teacher teams and parental outreach. Unfortunately we were unable to pass an SBO vote that would incorporate professional development and teacher team time into the school day.
- On the preliminary data found in the Framework for Great Schools document, Innovation and peer collaboration were identified as areas in need of growth.
- Teachers have also asked for more teacher “voice” in the decision-making process as well as the type and structure of professional development that they receive.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By May 2016 as witnessed in the 2015-2016 School survey report, a 10% increase in positive responses from teachers in the areas of “quality of professional development”, “innovation” and “peer collaboration” will be observed.

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### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Each teacher will attend two 45 minute professional development offerings per month next school year. About half the staff will be assigned to teacher teams that will focus on data, student work, etc...</li> </ul>	All teachers	10/01/15 to 5/31/16	Principal, Assistant Principals
<ul style="list-style-type: none"> <li>• Midwood, Madison, Murrow and Goldstein High Schools will host a subject specific professional development on the November Chancellor’s conference day.</li> </ul>	All teachers	09/01/15 to 11/03/16	Assistant Principals of Supervision
<ul style="list-style-type: none"> <li>• Principal will create a “Teacher’s Town Hall” where each department will select a staff member to send as a representative. This teacher group will meet once per month and will be part of the school decision making process along with the SLT.</li> </ul>	All teachers	10/15/15 to 5/30/16	Principal
<ul style="list-style-type: none"> <li>• Teacher teams will meet during professional periods throughout the day. Teams will be aligned by department or be school-wide. Assistant Principals will monitor teams.</li> </ul>	Majority of teachers	10/01/15 to 06/10/16	AP Supervision

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per-session, Teacher’s College Consortium centered around student work</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Attendance at professional development sessions will be monitored, Advance ratings will also monitored for areas in need of growth.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- 
- Results from Freshman social-emotional learning classes showed significant increases in measurable areas of student performance compared to similar students from the previous year (credit accumulation, average grades and grades in core areas)
  - Preliminary Results from school surveys (in the Framework for Great Schools report) shows teacher influence in leadership and principal instructional leadership as areas for growth.
  - PPO visits highlighted 1.2 as an area for growth (strengthen teacher pedagogy, peer discussion and create a process for assessing student work products)

**Part 2 – Annual Goal**

- Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
- By May 2016, the average teacher MOTP score will increase by 3% to 5% as compared to the 2015 rating. Teachers will be given a survey to indicate the level of professional development received in the 2015-2016 school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<ul style="list-style-type: none"> <li>• Each department will create a teacher intervisitation team that will examine best practices and consult with their peers.</li> </ul>	<p>All teachers</p>	<p>10/15/15 to 5/15/16</p>	<p>AP Supervisions</p>

<ul style="list-style-type: none"> <li>Midwood high school will send 8 teachers to be trained in AVID and we will become an AVID school. Lower third freshmen will take the AVID elective class. AVID strategies will be incorporated in subject area courses</li> </ul>	Select Teachers	07/27/15 to 06/15/16	AP Guidance AP Supervision
<ul style="list-style-type: none"> <li>School will partner with the Center for the Professional Education of Teachers (CPET) around a professional development opportunity regarding student work and inquiry. Teacher teams will meet with facilitators to examine their student work under the inquiry lens.</li> </ul>	Teachers	11/03/15 to 06/01/16	AP Supervision

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session, mandatory professional development period twice per month											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, teachers will use a survey to give feedback on professional development offered in fall semester. This data will be used to plan spring semester.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- 
- Preliminary data from the Framework for Great Schools report indicates that parent involvement in the school is the main area where growth is needed.
  - School has resources to contact parents (web page, phone messenger, “app”, etc...)
  - Parents are familiar with Pupilpath (student grades and data).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a three to five percent( 3%-5%) increase in parents who agree or strongly agree on the School Culture section of the New York City School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Principal will administer a series of monthly meetings (Breakfast with the Principal) for parents around various schoolwide initiatives.</li> </ul>	Parents	10/01/15 to 5/15/16	Principal
<ul style="list-style-type: none"> <li>• College and Career office will develop meetings with college acceptance officers regarding acceptance policies at various colleges.</li> </ul>	Parents and students	9/15/15 to 3/15/16	AP Guidance
<ul style="list-style-type: none"> <li>• School will increase the outreach regarding school programs that parents can attend (sports, musicals, band, etc...)</li> </ul>	Parents and students	9/15/15 to 5/30/16	Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Materials for "Breakfast with the Principal" , college office supplies and paper, fee to support the web page and the Midwood "app".											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February 2016, 50% of planned events will have occurred and an internal survey regarding parental outreach will be developed and administered to show progress towards goal completion.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## 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 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.)
<b>English Language Arts (ELA)</b>	Students in 9 <sup>th</sup> and 10 <sup>th</sup> grade are given a year end assessment based on the CCLS. Information about student performance is collected and used in subsequent years. Students are placed in appropriate classes based on assessment outcome	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.
<b>Mathematics</b>	Freshmen in mathematics classes are scheduled based on 8 <sup>th</sup> grade math scores. Subsequent math classes are based on student performance, desire and teacher recommendation.	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.
<b>Science</b>	Science students who are struggling are identified based on performance and teacher recommendation after 1 <sup>st</sup> marking period grades.	School offers a four term Living Environment class for struggling science learners. The course builds science literacy for students and prepares them for the rigors of living environment and	In class via differentiated instruction by way of small groups. Tutoring is provided in multiple formats including peer tutoring as well as teacher tutoring. Earth Science	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

		<p>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>struggling students are scheduled for AIS one period per week.</p>	<p>resources which they can use from home, etc.</p>
<b>Social Studies</b>	<p>Students who are struggling are identified based on performance and teacher recommendation after 1<sup>st</sup> marking period grades.</p>	<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>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counselors keep track of student performance using Skedula, ATS and teacher referrals</p>	<p>Guidance counselors teach a social emotional learning class. Guidance counselors lead our Big Brother and Big Sister programs. These programs provide at-risk students with academic, organizational and social and emotional supports. Counselors conference with students routinely and our crisis management team is always on call.</p>	<p>Individual and small group counseling is provided to at-risk students.</p>	<p>Counselors are available throughout the entire school day and there are additional after school supports four days per week.</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

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**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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

#### **I. School Responsibilities:**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>405</b>
School Name <b>MIDWOOD HIGH SCHOOL</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>MICHAEL MCDONNELL</b>	Assistant Principal <b>M. TERESA FERNANDEZ</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>MAX PINSKY</b>	School Counselor <b>KENDRA LANE</b>
Teacher/Subject Area <b>MARI VOLCY, SOCIAL STUDIES</b>	Parent <b>SKHY LOBIANCO-BOASI</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>CAROL ARDITO</b>
Related-Service Provider <b>MINDY OSANSKY</b>	Borough Field Support Center Staff Member <b>CHRISTINE ETIENNE</b>
Superintendent <b>MICHAEL PRAYOR</b>	Other (Name and Title) <b>JOEY PAVONE, ENL TEACHER</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>4018</b>	Total number of ELLs	<b>123</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	123	<b>Newcomers</b> (ELLs receiving service 0-3 years)	66	<b>ELL Students with Disabilities</b>	24
<b>SIFE</b>	41	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	37	<b>Long-Term</b> (ELLs receiving service 7 or more years)	20

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	66	26		37	14	10	20	1	14		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										9	6	2	1	0
Chinese										2	1	2	0	0
Russian										7	4	4	0	0
Bengali										1	2	3	0	0
Urdu										11	8	4	7	0
Arabic										2	2	1	0	0
Haitian										15	8	5	3	0
French										1	2	0	0	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										6	3	1	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										8	0	1	1	0
<b>Emerging</b> (Low Intermediate)										8	3	5	0	0
<b>Transitioning</b> (High Intermediate)										14	6	2	2	0
<b>Expanding</b> (Advanced)										25	24	13	10	0
<b>Commanding</b> (Proficient)										30	20	13	3	0
Total	<b>0</b>													

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	2	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										50	38	32	20	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	85		23	
Integrated Algebra/CC Algebra	9		2	
Geometry/CC Algebra	33		15	
Algebra 2/Trigonometry	8		0	
Math _____	0		0	
Chemistry	3		3	
Earth Science	20		5	
Living Environment	33		11	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	55		8	
Geography				
US History and Government	22		12	
LOTE	5		5	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Teachers assess early literacy skills using reading and writing teacher created assessments, that give them insight into the four language skills. In addition to the teacher created assessments, we also use the ELL Periodic Assessments, to ascertain the language and syntax level of the student, and their readiness to move ahead on the spring NYSESLAT. Information from these exams provides insight into the student's ability in the areas of decoding, syntax, comprehension, and vocabulary usage. Based on the latest periodic assessment results students achieving 75-100% correct were as follows: 9<sup>th</sup> grade, 43.9%; 10<sup>th</sup> grade, 75.9%; 11<sup>th</sup> grade 61.1%; 12<sup>th</sup> grade, 70%. An item analysis of the answers demonstrated the need for support of ELL9-12.3.8, as only 40% of 12<sup>th</sup> graders, 50% of 11<sup>th</sup> graders, 59% of 10<sup>th</sup> graders and 44% of 9<sup>th</sup> graders were able to reach that standard. Furthermore, upon analysis of answers, the following was highlighted: 30% of 12<sup>th</sup> graders; 50% of 11<sup>th</sup> graders; 55% of 10<sup>th</sup> graders and 54% of 9<sup>th</sup> graders, reached ELL9-12.1.15. Both of the said standards have a direct correlation, since both are related to the ability to develop strategies in written and oral language so that students may be able to adjust presentation and language production to effectively express opinions and evaluations, as well as the ability to use and produce language for different genres- debates, speeches, presentations, etc. This informs our instruction around types of materials, genres, and activities that will be presented in our classes. Students will work with speeches, debates and real life articles dealing with all types of written word and situations that will support both said standards. Skill building in all language modalities will support the classroom experience, so that students may also build and improve their oral language skills throughout the year. Furthermore, 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 reflecting CCLStandards are made available to our students to meet their needs at all levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Upon analysis of the NYSESLAT & NYSITELL students who enter our ENL 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 Expanding or Commanding on the NYSESLAT. A large percentage of our ninth graders come to us with Expanding or Commonading scores in the Listening and Speaking modalities, but with Emerging, Transitioning, or Expanding 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 NYSITELL data to support a trend analysis.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: We use the information about the AMAO to decide what programs and interventions are needed by our students to better support their growth. Data indicated that our school has been between 27-24% (percentage points) above the AMAO2 target for the past 5 years. As of this year, our current status is 24.74% (percentage points) above the AMAO target of 15.60%. At the same data indicated a direct correlation between lower 2015 NYSESLAT scores and overall attendance below 90%, as well as these students being at a higher at-risk level. Data also showed that over 78% of students were 2-3 questions away from the next proficiency level; and over 70% of the students in 10-11 grade increase 15 percentile points or more in the administration of the 2015 NYSESLAT over the previous year. Looking at the Regents exams passes and taken or failed, it was determined that Social studies (US History and Global) as well as Science (Living Environment and/or Earth Science) have a low passing rate. Based on the above data findings, our school will spearhead a series of programs and interventions to support the success of our students: attendance monitoring of students at risk, via the attendance office with the support of the deans office; continued support with availability of individual reading material of different genres and topics to maintain our students interest outside of school through our ENL lending library so that our students maintain the overall percentile above AMAO target. Since many of our Transitioning and Expanding students continue to struggle with reading and writing we have a greater focus on non-fiction reading, and using textual evidence to support ideas in writing. We will continue to support content knowledge in Social Studies using materials, printed and online, that support the SS curricula. In order to continue building aural and oral skills, we have incorporated into our curriculum e-books which afford students the opportunity to continue progress at their own pace building listening comprehension skills along with reading skills. Our students will have access to these e-books in their own ENL classroom via computers set up in the room. Beyond this, we have also implemented the use of Common Core Standards curricula in the integrated classes and we assist students and subject area teachers with the scaffolding of authentic Common Core aligned materials. Teachers continue to provide context-rich direct instruction around grammar usage, an area which we believe has hindered student success in written expression.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our ENL program, students take the required Regents exams as prescribed by New York State. 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, if available. We do not, therefore, have data to compare tests taken in English and those taken in the native language.

Periodic assessments tell us that our ELLs struggle more with reading and writing. This affects their performance in core subjects and Regents exams, especially Global Studies, Living Environment and English, all of which require advanced reading and writing skills. 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 Fall ELL Periodic Assessment, teachers are able to focus instruction to the appropriate modalities in anticipation of the Spring NYSESLAT exam. Many of our students continue to struggle on the Reading and Writing modalities. In response, teachers have both adapted curriculum and incorporated more reading and writing practice into daily instruction. Students at all levels of proficiency have in-school time to develop native language reading and writing skills by being provided with access to reading materials in their own language. Students are encouraged at all levels to continue to process new information and skills in the native language in their ENL 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). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
N/A

6. How do you make sure that a student's new 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. All students are provided with access to dictionaries and glossaries whenever appropriate. There is ongoing communication between subject area teacher, ENL teachers and guidance counselor so that decisions about instruction are not made in a vacuum but as a result of focus professional dialogue. Teachers of ELLs in every department employ strategies designed to increase language awareness specific to each content area using vocabulary building techniques, linguistic goals, visual aides and other entry and access points that afford students the ability of developing language skills while amassing subject area knowledge.

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

N/A

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Paste response to question here: in accordance with the new regulations set forth in NYS CR Part 154, we follow the steps below for the initial identification of ELL students new to New York State public schools or reentrants after 2 continuous years in a non-New York State public school within 10 school days of admission (within 20 school days for students entering with IEPs):
  - Pupil Accounting secretary greets parent/guardian and provides them with a Home Language Identification Survey (HLIS). The secretary then informs Admission Intake Team, comprised of Assistant Principal ENL and ESL pedagogues/ teachers. A member of the Admission Intake Team who is a pedagogue conducts a personal interview with parent /guardian and student. The personal interview is conducted in the parent's preferred language of communication, with assistance from an interpreter if needed. Admission Intake Team indicates parent's preferred language for communication in HLIS.
  - If student is an English language speaker only, then student is not ELL, thus not eligible for NYSITELL.
  - If a student's HLIS indicates a language other than English but English is his/her dominant language (based on interview/ academic work/usage & knowledge of academic vocabulary), then student is not eligible for NYSITELL and is not ELL.
  - If student speaks a language other than English and that is his/her dominant language; then Admission Intake Team determines student is eligible for NYSITELL.
  - NYSITELL is administered & scored. If score is below cut score; student is an ELL.
  - All newly identified ELLs based on the NYSITELL whose HLIS indicate a home language of Spanish will also be administered the Spanish LAB.
  - Parents will be notified of ELL determination via NYCDOE parent notification letter (entitlement or non-entitlement letter), in the parent's preferred language. If student is over 18 years of age, he/she will be notified via copy of said letters within 5 days of ELL status determination.
  - Parents of ELLs are informed of the three instructional models available in NYC: TBE, ENL, and Dual Language. Parents view the Parent Orientation Video in the parent's preferred language. Parent Coordinator provides support for school orientation and video, and a member of the Intake Team provides academic guidance and expectations.
  - At the orientation video viewing, parent is provided with Parent Survey & Program Selection Form in the parent's preferred language. If signed Parent Survey & Program Selection Form is not returned to school within 5 school calendar days, student must be placed in bilingual program if available, otherwise, student will be placed in ENL.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
In order to identify SIFE students within 30 days of ELL status identification and as a follow up to the HLIS and the appropriate interview, we administer the SIFE questionnaire to all 9th graders at the entering and emerging levels of proficiency, whenever needed, especially for those who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. We also take into account students' work in the classroom, as this provides invaluable information towards the determination of the SIFE status.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

• If an entering student has an IEP and a home language other than English, the Language Proficiency Team reviews evidence of the student's English language development. The Language Proficiency Team is comprised of: Assistant Principal English as a New Language/Foreign Language, a TESOL teacher, Assistant Principal Special Education (or her designee), the parent or guardian of student. An interpreter or translator of the language or mode of communication the parent or guardian best understands must also be present.

• If upon review of all linguistic and IEP evidence, the LPT recommends the student take the NYSITELL; student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. (See above - question 1.)

• If upon review of all linguistic and IEP evidence the LPT recommends that the student not take the NYSITELL, then the recommendation is sent to the principal for review.

• If upon review, the principal rejects the LPT's recommendation and determines the student should take the NYSITELL to determine ELL status, ELL identification process continues as with all students. (See above- question 1.)

• If upon review, the principal accepts the LPT's recommendation and determines that the student should not take the NYSITELL, principal's determination is sent to the superintendent or designee for review.

• Parent/guardian is notified of the decision in the parent's preferred language within 3 days.

• Within 10 school days of the principal's recommendation, the superintendent or designee determines student should take the NYSITELL, then student takes NYSITELL to determine ELL status and identification process continues as with all students.

• If upon review and within 10 school days, the superintendent or designee determines student should not take the NYSITELL, parent/guardian is notified in the parent's preferred language. The ELL identification process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: The ENL Intake Team keeps a spreadsheet indicating all pertinent information such as date of exam, date scanned, date notification sent home, and type of letter (entitlement/non-entitlement) for each student who takes the NYSITELL exam. Copies of all pertinent notifications to parents are placed in the student's cumulative folders and a copy is also kept in the ENL office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: As part of the initial interview for all students who undergo the ELL identification process, the Admissions Intake Team informs parents/guardians of students whose home language is other than English of their right to request a re-identification process within 45 school days of enrollment. The following information is also discussed:

- This request must be made in writing.

- A student's teacher, with the parent/guardian's written consent, can also make the request.

- The student himself can make a written request, if the student is over 18 years of age.

- Re-identification process must be completed within 10 school calendar days of receipt of written notice.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: Per CR Part 154, we hold parent/guardian meetings during the initial ELL identification process at which time we explain the 3 program choices available in New York City. We also hold orientations in September for parents/guardians of newly enrolled ELLs to inform them of the different ELL programs available and academic supports before and after school. During orientations, parents have the opportunity to receive materials in their home language about all three ELL programs, 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 ENL and ENL 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 ENL conducts the parent orientations, as well as one-to-one meetings with parents, supported by ENL teachers to fully explain the three program choices. Faculty members who speak the parents' native language(s) provide oral interpretation and translation. Outside translation services are also utilized whenever needed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The following steps are taken to ensure that Parent Surveys and Program Selection forms are returned in a timely manner:

1. We contact residences of parents/guardians via telephone at least twice within the first 45 days, in the parent's/guardian's preferred language through the use of in-house translators or the Translation and Interpretation Unit, keeping a log of date and phone number.

2. We backpack a reminder notice with the child, in the parent's preferred language if possible.

3. The Parent Coordinator also collects the Parent Survey and Program Selection form and forwards them to the Admission Intake Team, who after making a copy to keep in the ENL office, forwards to the Pupil Personnel Secretary for filing in the pupil's permanent

cumulative record folder.

4. We keep a running log of the non-returned letters to make sure the numbers for required bilingual education programs are monitored.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
A log is kept in the ENL office, with the support of the Pupil Accounting Secretary, that contains the following information: student's name, OSIS, parent/guardian's name, date form given, date form completed, date of telephone reminder, and date of backpack reminder. After the initial "Parent Survey and Program Selection" are mailed out, forms are collected and filed as they are returned. A reminder to return form is sent home in October, back packed with student; a 3<sup>rd</sup> reminder done via telephone in parent's preferred language. As forms are returned, they are filed and kept in a folder in the ENL office and the student's cum folder.
9. Describe how your school ensures that placement parent notification letters are distributed.  
All placement parent notification letters are mailed to the address on record in school.  
If letters are returned because of an incorrect address, the following steps are taken to verify new address:
  1. Phone conversation with parent/guardian to verify address.
  2. Request for an official change of address, if needed.
  3. 2nd attempt to mail placement parent notification letters, if new address.
  4. Returned letters are kept in a folder in the ENL office.
  5. 3<sup>rd</sup> attempt- backpack home- Placement parent notification
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
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, if appropriate, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. After 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, we place all returned forms in the student's cumulative folder and also keep a copy in the ENL office. In collaboration with a secretary, we make phone calls home to ensure the receipt of the entitlement letter so that parents are aware of eligibility. The Parent Coordinator also collects the Parent Survey and Program Selection form and forwards them to the Pupil Personnel Secretary for filing in the pupil's permanent record folder. All documentation is kept in students' cumulative folders and a copy of all documentation is kept in folders in the ENL office.
11. 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 NYSESLAT test to all students identified in ATS in RLEC report. Every student in the RELC report is scheduled to take the NYSESLAT, we check RLAT to ensure that there are no students missidentified or missing. We administer all parts of the test during the administration period. We schedule individual interviews with students during the administration period to administer the speaking portion of the test. Absent students are captured within the testing window by communicating with multiple parties: classroom teachers, guidance counselors, assistant principals, deans, parents, etc. to ensure that every student is captured for an individual interview. Long Term Absent students are contacted at their homes and encouraged to come in to school for the purposes of taking the test. After all speaking tests are done, the Assistant Principal of ENL schedules rooms and timeframes so that every single ELL student, including general education and students with disabilities, is scheduled for the 3 sessions of the test; so that all components will be tested for every single student. ENL teachers administer the remaining parts of the NYSESLAT exam over the course of three days. Any absent students are given a make-up test date, time and room number. Make-up days are provided for each session. Students who are absent on a make-up day are administered the remaining sessions one-on-one basis by an ENL teacher or the assistant principal of ENL. Long Term Absences are contacted at home and encouraged to come to school to take the 3 additional sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
All continued entitlement and transitional support parent notification letters are mailed home to the address on record in school.  
If letters are returned because of an incorrect address, the following steps are taken to verify new address:
  1. Phone conversation with parent/guardian to verify address.
  2. Request for an official change of address, if needed.
  3. 2nd attempt to mail placement parent notification letters.
  4. if returned, letter backpacked home.Returned letters are kept in a folder in the ENL office and in the student's cum folder
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 freestanding ESL, with no parents requesting the dual language program. We have also noticed a trend in receiving student replicas that do not contain HLIS from middle schools. A copy of the Parent Survey and Program Selection form is stored in the assistant principal of ENL'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. However, 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

As per CR Part 154.2, ENL instruction is delivered in standalone ENL and Integrated ENL / content area classes. Students in both standalone and integrated ENL courses are programmed according to grade level, taking into account the new rule regarding the maximum of two contiguous grade levels in a class; therefore, students are grouped in heterogeneous groupings (mixed proficiency levels). Classes do not travel together, as students at high school level are programmed individually to fit their educational individual needs. Entering and Emerging students are programmed in our standalone ENL class, which is taught by an ENL teacher, as per CR Part 154. All of our ELL students are also programmed in integrated ENL / content classes. Our integrated classes, in which students are grouped heterogeneously, are centered around ELA and Living Environment. Each class is co-taught by a content area teacher and an ENL teacher. We believe that this model provides our students with the professional knowledge and pedagogy of the subject area teacher as well as the support of the ENL teacher to scaffold and integrate ENL methodologies. Materials used in these classes include, but are not limited to, grammar textbooks, reading anthologies, picture dictionaries, novels, lab manuals, visual aids, computer aided learning, iPads, Common Core aligned content area textbooks, other authentic reading materials specifically designed for ELLs, adaptations of classic works of literature, and 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 are provided with a library of reading resources differentiated by level and the Footprints Reading Collection, an online and e-reader program. Students use these resources 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 also use Newsela, an online program, to support and differentiate multiple reading levels. 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 and presentations. Teachers of ENL coordinate with cooperating teachers in integrated classes, as well as with subject teachers in general, during common planning to share strategies and methodologies appropriate for teaching content to ELLs. Specific content support in all levels of ENL is provided by ENL teachers. Students at the Transitioning, Expanding and Commanding levels of ENL are provided with preparation and support for the ELA Regents Exam. Social studies, ELA, Science and ENL teachers run joint after school enrichment and Regents preparation programs throughout the year.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students at the Entering level are programmed for one unit of standalone ENL and 2 units of integrated ENL / content instruction. Each class meets for 45 minutes per day, 5 days per week for a total of 675 minutes per week. Students at the Emerging level are programmed for one standalone ENL class and one integrated ENL / ELA or Living Environment class. Each class meets 45 minutes per day, 5 days per week for a total of 450 minutes per week. Students at the Transitioning and Expanding levels are

programmed for one integrated ENL/ ELA or Living Environment class. Each class meets 45 minutes per day, 5 days per week for a total of 225 minutes per week. Students at the commanding level are programmed for half a unit of integrated ENL / ELA class in a push-in model of 45 minutes 2 days per week, and a pull-out of 45 minutes once a week for a total of 135 minutes per week. Specific content support in all levels of ENL is provided by ENL teachers.

Students at the Transitioning, Expanding and Commanding levels of ENL are provided with preparation and support for the ELA Regents. ELA, Social Studies and ENL teachers run joint after-school / Saturday enrichment and Regents preparation programs throughout the year.

3. Describe how core content is delivered in each program model. 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.

We provide differentiated instruction in all classes, with ELL students given content area tasks related to the general curriculum with language supports in English – picture dictionaries, increased use of visual aids and computer-based instruction, and graphs, charts and pairing with non-ELL students, whenever appropriate. We provide a variety of ways to assess student learning that can support English language development and content area knowledge: a project-based learning and portfolio assessments, provide students with the opportunity to demonstrate content knowledge through a variety of manners, such as multimedia projects, student-led conferences, and podcasting that demands both content engagement and repetition of language. Both portfolios and project based learning are guided and assessed under the CCLS, using rubrics and checklist to guide students' work. Teachers in the ENL program use the communicative approach in second language acquisition, implementation of the Balanced Literacy model, cooperative learning activities, paired activities, use of the writing process, project based learning, visual aides, readings in literature, classroom libraries, videos, and other strategies which foster language development. In order to make content comprehensible, content area teachers, supported by their ENL cooperating teachers, use PowerPoint and Smart Notebook with visual representations of concepts to make the information accessible across language skills. Subject area teachers organize delivery of content in a sequential and scaffolded manner, building upon previous knowledge to reach mastery of the concepts as well as academic vocabulary. Students are given direct instruction in note taking and study skills, as well as organizational skills via the AVID program. In the ENL program, content area teachers use the same common Core-aligned materials as that of the English speaking population counterpart. However, the delivery of scaffolded materials is linguistically modified to make content comprehensible, as described above, through the use of specific language acquisition techniques. Regents course teachers infuse examples of Regents questions for the topic being taught, with the support of the ENL teacher to help with linguistic techniques.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 countries 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. As students are part of Integrated classes, they do monthly oral presentations/ debates in their ELA or Living Environment Integrated classes. The ENL teachers formally evaluate presentational and public speaking skills at such intervals. ENL students are assessed at least, bi-monthly in the listening, reading and writing modalities by their integrated teachers. Feedback is given to students that is timely and precise. Students are informally assessed through a variety of activities designed to address all four modalities on a daily basis. In addition, we administer the ELL Periodic Assessments in the fall and spring. This combination of assessment models provides ENL teachers and students with a clear understanding of each student's current skill level and areas for improvement.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. As per CR Part 154, we program SIFE students according to parents' requests into the freestanding ENL, Transitional Bilingual Education, or Dual Language programs. We provide SIFE students with in-class academic supports, such as visually rich examples/ graphs/ grids that allow for the same content but different manner of presentation. We also provide additional academic support via tutoring after school/ before school/Saturday Program. All SIFE students are provided access and guidance to computers in the ENL office, so that they can support their lessons/ hw/ assignments. The dedicated ENL Guidance Counselor also provides academic intervention and related support services, such as academic planning, referrals to community support services, Big Brother/Big sister programs and referral services 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 have access to peer tutoring during the students' free periods and lunch. During the after-school programs, students work on enhancing reading and writing comprehension skills. Teachers of SIFE students in the content areas meet with

ENL teachers on a regular basis to discuss 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 social-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 after-school / Saturday program. 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 current events, and the opportunity to write about literature in both English and the native language. We also provide additional support by making software, books, dictionaries, and subject-specific resources available in our ENL Resource Center. 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 Newsela that provides audio and video leveled English language acquisition. Additionally, a resource library that encompasses all genres of printed materials is made available to all ELL students to support their reading development.

c. We provide our ELLs who have been receiving service for 4 to 6 years with academic support via our Title III after-school / Saturday program. This program is staffed by both ENL and content area teachers. We continue to provide additional support by making software, books, dictionaries, and subject-specific resources available in our ENL Resource Center, where ENL teachers are available to provide one-to-one tutoring. Additionally, we provide Regents preparation and support in all subject areas. Students also have access to our Peer Tutoring Center for additional subject area support.

d. We provide our Long-Term ELLs with tutorials in the content areas by licensed Midwood teachers, academic intervention, such as, small group instruction during ENL and TBE programs, and after school individual tutoring, Regents tutoring by ENL 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 ENL classrooms, explicit and integrated, long-term ELLs are provided with targeted instruction around all four skills to ensure that they develop 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 commanding level on the NYSESLAT receive at least 90 minutes per week of integrated ENL / content area instruction. These students also have access to after-school and before school tutorials in the content areas, Regents tutoring, college application support, as well as testing accommodations. We provide testing accommodations on all Regents Exams, including separate location and extended time. Students who attain the commanding level on the NYSESLAT are programmed into Midwood's Liberal Arts and Sciences, 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 appropriate support and mandated testing modifications.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The protocol for re-identification process must be completed within 10 school calendar days of receipt of written notice; however, if CSE must be consulted, the process must be completed within 20 school calendar days. Written notice for the re-identification process may be submitted by a parent or guardian, or a student's teacher - if the teacher's request includes consent from the parent or guardian, or a student of 18 yrs of age or older. Within 6-12 months of an approved re-identification appeal handled at school level by the AP of ENL, the principal reviews the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination by having a TESOL/ENL Teacher conduct and review a school based assessment of the student's abilities in listening, speaking, reading and writing English. The Principal consults with qualified personnel, TESOL/ENL teacher, the parent/guardian, and the student using a translator, if needed. If based upon the recommendation of the qualified personnel and in consultation with the parent/guardian, the principal believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student. He may also reverse the determination within that 6-12 month period.

8. 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?

Chart

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 ENL classes. In order to accommodate the needs of the students and provide them with the support they need we use computer assisted technology to allow for differentiation and targeted support, our SWD's work with Achieve 3000, Newsela, and Avid in order to accelerate language acquisition as well as support listening skills. This programs supported by their teachers give each student individualized instructional support and strategies, as the programs proceed at the pace of success set by the student's reponses. Other instructional strategies, such as rich visual aides is often used. Teachers and paraprofessionals provide differentiated support in content area classes for ELL-SWDs. We also support our special needs with after school programs, Big Brother/Big sister tutors that work one-on-one with students, computer assisted literacy programs, testing accommodations and translation services for parents and guardians. There is one student with alternate placement paraprofessional. Our Alternate Placement Para student is in need of only the supports of the para that is assigned to him as prescribed on his IEPs. When the NYSESLAT 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 school one-on-one tutoring and small group tutoring at the Peer Tutoring Center and the ENL Resource Center. They are also provided with peer tutoring within the inclusion environment. In the ENL Resource Center and Peer Tutoring Center our students have access to technology and materials such as computers, audio books, 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 Achieve3000. All related support services such as speech and counseling are also provided.

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

ELL-SWDs are programmed for ENL stand-alone classes or integrated classes, depending on their level of proficiency, thus already providing for every ELL-SWD the least restrictive environment, as all ELL-SWD's are programmed with the rest of their ELL colleagues in the integrated or stand- alone ENL and/ integrated 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 Science.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

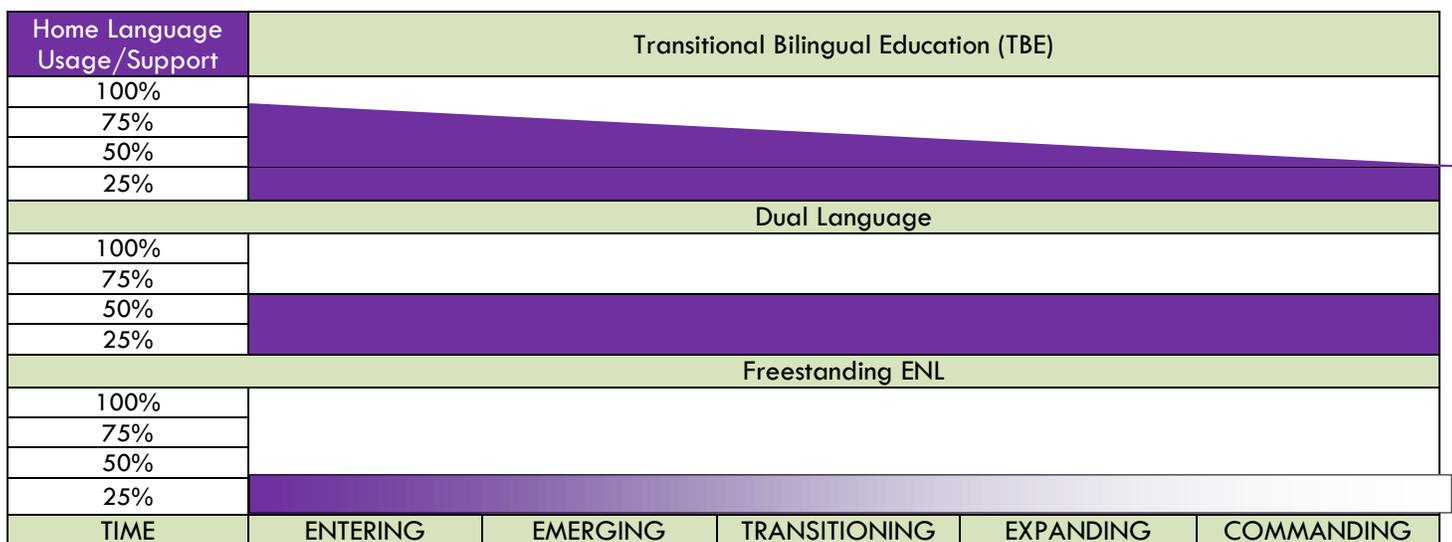


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELLs are programmed for ENL Integrated classes in Living Environment and ELA. 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 continues to meet with content area Assistant Principals in order to discuss programming and placement of ELLs. This year, our ENL teachers and ELA teachers will attend workshops addressing techniques for teaching Common Core aligned material to ELLs. Math teachers will be attending multiple workshops on teaching math to ELLs through their participation in Math for America. As a result of these workshops, teachers are able to better target instruction specifically to the needs of ELLs at all levels in various subject areas. We have daily during/ after school subject area support in small groups and one-on one in Math, Social Studies, Science, ELA, and Languages. All instruction during these group sessions is in English, however, students have at their disposal dictionaries and glossaries pertinent to the subject area at hand. In addition, we make available for all teachers ongoing support from our ENL teachers during professional 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 non-fiction genres. Students receiving services 4 to 6 years are supported through additional literacy instruction through our after-school / 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 ENL integrated 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 one-on-one tutoring during school and after school, peer tutoring during school, and differentiated instruction within the content areas. Students who are not performing at an acceptable level in a particular class are targeted and recommended for additional instruction and after-school tutoring by a licensed teacher in that subject area.
11. 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. Based on the 2015 NYSESLAT results 40.34% of our students attained proficiency, and our school has been at least 24% (percentage points) above our AMAO2 target for the past 5 years. These numbers came about 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 years. In the content areas of math and science, we saw an increase in the percentage of students passing Regents exams in both Algebra and Living Environment as a result of our after-school tutoring program.
12. 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 programming our Integrated courses with ELA, thus supporting the subject area with language acquisition philosophies. We are also offering extra support through our after-school/Saturday program, which will include literacy support and both Global History and U.S. History content support. This program is especially targeted to our freshmen 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 and Algebra support from October through June.
13. What programs/services for ELLs will be discontinued and why?  
None of our current programs will be discontinued.
14. 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 academic program, are invited to join all extracurricular activities. These include athletics, academic clubs, social clubs, arts clubs, ARCHON (community service honor society), art programs, and performing arts programs. Announcements are made twice weekly to inform the entire school community about both extracurricular and curricular activities. Our ENL students are highly esteemed because in the past few years our students were present in the soccer team, swim team, and school bands. Several of our ENL students were the driving force in the formation 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 Midwood High School's three academic programs: LASI (Liberal Arts and Sciences Institute), 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. 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 team members, teacher assistants, and performers in school plays and musicals. However, we also have afterschool and supplemental programs that are exclusively for ELLs. We have after school tutoring in math, science, and ELA weekly beginning in October and runs from 3:30 - 4:30. We also run a series of college

workshops 3 Saturdays, during which parents and students learn about the college application process/ financial aid/ SAT/ college selection.

15. What instructional materials, including technology, are used to support ELLs? Include core 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), visual aids, picture dictionaries and word games. 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, fiction and non-fiction reading material, and grammar textbooks and workbooks. 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.

General supplies such as paper and writing implements are available to all ELL students in our ENL Resource Center. English, Global Studies, and Living Environment tutoring is available using web-based DBQ and Biology learning sites. All subject areas have access to technology, such as ipads and computers- so that our students can search/ translate/ and produce material in a professional manner. Students may access these sites in the ENL Resource Center 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 also available in our ENL Resource Center. In addition, bilingual dictionaries, bilingual subject glossaries, and content area textbooks are on hand for tutoring and homework help. We further support our students by also having on hand access to literature, history and language arts books in the ELLs' native languages. Most notably, we ensure our ELL students equitable access to much needed computers and printing 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 making real world curriculum connections. Teachers use PowerPoint regularly to present material to students, as well as assigning projects to students which may utilize PowerPoint presentations. Students are thereby gaining useful practice in the real world use of technology in the furtherance of content and language acquisition. Our students have access to Achieve 3000, Newsela, and various apps for pronunciation through the use of our student computers in the ENL Resource Center and the ipads available to them.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students in the ENL Program are encouraged to use glossaries and bilingual dictionaries in all classes so that they may continue to acquire vocabulary in the native language while learning new words in English. We provide all students with dictionaries. 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. At the entering 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school ensures all required services/ resources support and correspond to ELL's ages and grade levels by following curricula aligned to the CCLS in all subject areas. 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. ENL teachers incorporate content material and support academic vocabulary building in their integrated classes so that students are prepared for content area coursework and Regents examinations.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 member of the Admissions Intake Team, parent coordinator, and ELL guidance counselor, if possible. Students and parents are invited to participate in a tour of the school facilities, with a translator where possible. We also have a summer school bridge program to which we invite all our newly enrolled students the summer before their attendance to our school. This affords them the opportunity to meet the ENL teachers, ENL Assistant Principal and become familiar with the school building. 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. In addition, an individual meeting with parents/guardians and student takes place whenever a newly identified ELL student enters school.

19. What language electives are offered to ELLs?

The language electives available in our school are the following: French, Spanish, and Latin. All ELL students are offered the languages open to the rest of the students in the building. However, ELL students who speak a lower incidence language are also encouraged to take the LOTE exam in that language, if possible, thus providing the student with the opportunity to graduate with an advanced Regents diploma.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development for all staff members is designed to bring their level of expertise with ELLs to an instructional peak. Teachers of ENL and all teachers of ELL's in general, as well as guidance counselors, paraprofessionals, assistant principals, Special Education teachers, psychologists, and speech therapists, will attend staff development workshops and conferences which focus on development and implementation of instructional strategies designed to facilitate ELL/LEP students' acquisition of English language proficiency. During these workshops, teachers develop and revise existing curricula, and align them to New York State ENL and Common Core ELA performance standards. During monthly common planning sessions led by ENL pedagogues, teachers work to develop instructional strategies designed to facilitate implementation of the curricula in both standalone ENL classes and content area classes. Teachers also receive professional development to assist pupils in preparation for the NYSESLAT. ENL teachers, content area teachers, bilingual content area teachers, and the Native Language Arts teacher 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 attend professional development workshops for teachers of ELLs sponsored by both the district or DELLs Office, 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
All ELL teachers continue to focus on aligning instruction to the Common Core Learning Standards for all ELL's. To that end, teachers attend workshops designed to adapt teaching to the instructional literacy shift across content areas and through the Integrated model. Math teachers of ELLs will receive 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. ELA teachers and Science teachers will also receive subject specific workshops and the integrated model of instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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 DELLs and content area assistant principals. We also run an ELL summer program with a focus on social studies and the arts, granting our ENL and content area teachers the opportunity to interact with incoming 9th graders in a positive environment.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

During the school year, we hold bi-monthly faculty meetings. These are alternating departmental and plenary meetings. Our ENL teachers and AP will provide PD for all departments throughout the course of the year.

For the 17.5 hours of required PD for ENL and bilingual education teachers, these teachers and the ENL AP will attend workshops given by DELLs or other professional organizations to support the needs of ELLs. The professional knowledge gained at these PDs will then be turnkeyed to content area teachers throughout the building.

For the specific 5.25 hours of ELL professional development for all staff, the following topics will be addressed:

- The use of linguistic goals in subject areas to support ELLs.
- Differentiation for ELLs and in subject areas.
- The workshop model and ELLs
- Classroom technology to support ELLs.

The school secretary will maintain records of the number of hours teachers have completed of mandated professional development.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the mandated parent orientation meetings and scheduled parent-teacher conferences, individual meetings will be held with every parent/ guardian in the ENL program. Appointments will be made by a secretary via telephone, in the parent's preferred language using the Translation and Interpretation Unit as needed. These meetings will be conducted by the assistant principal of ENL. Additional stakeholders may be present, such as ENL / bilingual teachers, the ELL guidance counselor, and subject area teachers. During meetings, all aspects of student academic and language proficiency growth will be discussed. ATS records will be used to follow student growth on the NYSESLAT. Records of all phone calls and in-person individual meetings will be kept in a file in the ENL office.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

For Annual individual meetings: 1. secretary makes appointment over the phone for a time convenient to parent, with the help of the Translation Unit, if appropriate. 2. ENL Assistant Principal reaches out to all teachers of student to request feedback about student in all subject areas, 3. At meeting parent is presented with academic information about child, ie transcript, anecdotes from teachers, etc. 4.. meeting with parent/guardian, ENL Assistant Principal, ENL teacher, any other subject area teacher, interpreter over the phone or in person, if needed. 5. Copy of all material given parent/guardian and signature kept in the ENL office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Teachers, school leaders, and parents work to create an open door policy whereby parents become true members of our school community. 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, parent-teacher conferences, and students' extracurricular and curricular activities. We encourage them to visit classrooms and to use the educational software in our ENL Resource Center with their children. Parents are allowed to sit in their child's classroom at the invitation of the teacher. Family members are invited to participate in classes as guest speakers to share life experiences and other relevant expertise with the students. Parents are also 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, in September we provide a back-to-school orientation for the parents of all ELLs. Teachers of ELLs reach out to parents by mail and telephone, in the parents' preferred language as needed, to maximize attendance at this orientation. During this meeting, parents are provided with an overview of Midwood's ENL and bilingual programs, school expectations, 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, report card distribution dates, graduation requirements card, and information on tutoring and support services. Parents are also introduced to the AP of Foreign Languages and ENL, ENL teachers, ENL guidance counselor, Parent Coordinator, and other pertinent personnel who present our ENL and transitional bilingual programs, discuss graduation requirements, remind parents about testing modifications and NYSESLAT testing, and meet one-on-one with parents as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We are in the process of reaching out to several CBOs including CAMBA , several Haitian-American organizations, as well as a Bengali society.
5. How do you evaluate the needs of the parents?  
We evaluate the needs of the parents based on school surveys given to all parents at the beginning of each year. We also take into consideration the needs referred to us by the parent coordinator as she meets with parents.
6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents as reflected on their requests submitted in parent surveys. For example, we hold college workshops specifically for ELLs and their parents so that parents may understand the college application process in the U.S. All parental involvement activities are provided with the availability of translation services.

### D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael McDonnell	Principal		10/30/15
M. Teresa Fernandez	Assistant Principal		10/30/15
Carol Ardito	Parent Coordinator		10/30/15
Max Pinsky	ENL/Bilingual Teacher		10/30/15
Skhy LoBianco-Boasi	Parent		10/30/15
Marie Volcy	Teacher/Subject Area		10/30/15
Joey Pavone	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Kendra Lane	School Counselor		10/30/15
Micahel Prayor	Superintendent		
Christine Etienne	Borough Field Support Center Staff Member _____		1/1/01
Maria Micillo-Rizzi	Other <u>A.P. Special Ed</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 22K405**      **School Name: Midwood High School**  
**Superintendent: Michael Prayor**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents are given home language surveys when they enroll in our school. Additionally, we have an aggressive phone outreach practice from our school secretary and parent coordinator who, using bilingual staff or the over the phone service of the Translation and Interpretation unit, ensure that we are aware of the home language for all of our students and any resulting translation/interpretation needs. We also identify languages needed by comparing the Emergency contact cards to our ATS records.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parents' preferred language of communication are varied and reflect the make up of our large school. English is the preferred language of communication for a large majority of our parents, over 1700 .

The breakdown of the rest of the languages are as follows in order of preferred language:  
Chinese/Mandarin/Cantonese 654, Urdu 344, Russian 332, Spanish 327, Haitian Creole 217, Bengali/Bangla 148, Arabic 70, Albanian 29, Uzbek 24, Ukranian 22, Turkish 15, Serbo-Croatian 13, Polish 12, Vietnamese 10, and several languages in the single digits including the following: Armenian, Burmese, Bulgarian, Hebrew, Bahasa, Korean, Macedonian, Tagalog, Portuguese, Punjabi, Slovenian, Tajik, Shluh, Telugu, Thai, Tibetan, Malayalam, Twi, Yoruba.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In the both, Fall and Spring semesters, the school distributes the following: academic calendar, parent-teacher conference announcements, after school tutoring program announcements and NYState testing dates, general school assembly announcements, college night announcements. All documents are placed in our website which has the capability of having parents select their desired language online.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In both, Fall and Spring semesters, the school will have parent-teacher conferences.  
Individual parent meetings with all ENL parents and the AP ENL.  
Individual meetings with guidance counselors and college advisors, as needed.  
Individual meetings with Deans, attendance teacher and other administrators, as needed.  
Monthly Parent Association meetings.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We use both in house staff for doing translations as well as the DOE provided vendors. The Translation and Interpretation Unit and outside approved vendors, will be used to provide written translation and/or interpretation services for languages not available in house. In house translations will be done by native language speaking staff. Every semester, the entire school staff is provided with an updated list of names and the languages all staff members speak. Staff members receive this list electronically, so that it may always be available to them.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Parents will be provided an interpreter in their native language for all meetings with administration or faculty, be it by using an inhouse interpreter or over the phone interpretation via the Translation and Interpretation Unit, upon request. All staff is given directions at the beginning of each semester, as to how to access the Translation and interpretation unit for over the phone translation.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At least twice a year, all staff members receive via their DOE email an updated list of in house Staff translators, and directions as to how to use the over-the-phone interpretation services from the Translation and Interpretation unit. Furthermore, the process of over the phone interpretation is demonstrated during a school wide professional development. Staff is also instructed on the usage and identification of the Language ID Guide, T& I Brochure, and the Language Palm Card. Language ID guides and Language Palm Card are also prominently displayed at the entrance of the building and by the security agents' desk at the entrance of the building.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Large posters announcing translation services are available in six languages are posted in our front lobby. Language ID Guide is at security desk, main office, Parent Coordinator's office and AP ENL office. All security personnel have been instructed to ask all visitors if they need translation services. Students are provided with non-English language announcement to take home whenever appropriate. The availability of non-English announcements, teacher meetings, and guidance meetings is posted on our website.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will develop a parent survey to be administered to all parents in school. The parent coordinator, as the LAC, will spearhead the survey and its findings. Once findings are analyzed, changes to further support our parent population will be implemented.