

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q520

School Name:

MIDDLE COLLEGE HIGH SCHOOL AT LAGUARDIA COMMUNITY COLLEGE

Principal:

LINDA SIEGMUND

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle College High School@LaGuardia Community College School Number (DBN): 24Q520

Grades Served: 9-13

School Address: 45-35 Van Dam St, LIC, NY 11101

Phone Number: 718 392-3330 Fax: 718 392-3315

School Contact Person: Judith Gonzalez Email Address: Jgonzalez10@schools.nyc.gov

Principal: Linda Siegmund

UFT Chapter Leader: John Poon

Parents' Association President: Celso Caceres

SLT Chairperson: Socrates Ortiz

Title I Parent Representative (or Parent Advisory Council Chairperson): Celso Caceres

Student Representative(s): Justin Moncayo
Aaron Delgado

District Information

District: 24 Superintendent: Kathy Rehfield- Pelles

Superintendent's Office Address: 335 Adams Street, Brooklyn, NY 11201

Superintendent's Email Address: Kpelles@schools.nyc.gov

Phone Number: 718-935-5181 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston St. Brooklyn, NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: _____

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)
Linda Seigmund	*Principal or Designee	
John Poon	*UFT Chapter Leader or Designee	
Celso Caceres	*PA/PTA President or Designated Co-President	
Cathy Clifford	DC 37 Representative (staff), if applicable	
Celso Caceres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Aaron Delgado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Justin Moncayo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Socrates Ortiz	Assistant Principal	
Farida Saadat	Parent	
Minelia Encarnacion	Parent	
Melissa Mattei	Parent	
Guilia Preda	Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Middle College High School@LaGuardia Community College has been in existence for forty one years. It has been based on and/or near LaGuardia Community College to enhance the high school experience for our students. Originally high school students could enroll in college classes based on teacher recommendations. The belief is the power of the site is integral to student motivation and success to an enduring collaborative partnership. Students share resources and facilities and this helps them to see themselves as a college completer. In 2002 Middle College High School was redesigned as an official state endorsed five year Early College High School. All students are expected to enroll in college courses to earn college credit and/or an Associate Degree. Students are dual credited earning both high school and college credit at the same time.

The mission of the Middle College High School at LaGuardia community College is to serve students who have experienced limited success or support, including learning and hearing impaired, within a small personalized learning environment that will motivate and empower them to take the initiative for their own academic and personal development. Offering concrete academic, social and vocational experiences that connect students to the world of college and the work force, the school seeks to increase students' knowledge, expectations, performance, self-esteem and respect for all.

The school's collaborations extend to LaGuardia Community College not only for our students enrollment in college classes but our teachers have the opportunity to teach college courses following the college curriculum. We provide internship experiences for the colleges education majors in our high school classes and also provide for college students internships for the Interpreters Education program. We at times throughout our history have shared Professional Development between our teachers and college professors in specific content areas.

International High School, our sister school and Middle College High School collaborate to create cohort college classes which combine high school students from both high schools. Of course we collaborate on many issues throughout the school year as well.

Western Queens Consultation Center services our troubled students and parents and is on campus five days a week. We are members of two consortium's: NYC Performance Consortium and Middle College National Consortium. Teachers and administrators attend meetings, share ideas and strategies with other faculty, develop workshops, and assist in updating rubrics. Although we are not members of the CUNY Early College Consortium, our college liaison and college advisor attends some meetings to remain informed and collaborate with this group to ensure students are attending college kick offs and orientations.

Middle College High School also collaborates with the local YMCA. For a reduced rate we are able to offer Physical Education to many of our students during the school year. We do not have a gymnasium and are limited as to time at LaGuardia Community College's gym, therefore we provide for the resources of the YMCA to fulfill requirements. In the summer we provide space during our summer program for YMCA children.

Liberty Partnership, a state funded program, runs on Saturdays and offers our high school students and students in Queens the opportunity to register for classes such as SAT prep, digital photography, engineering options, Art in NYC and Latin dance.

Middle College's ninth grade students are participating in Fordham University Sleep Study run by Dr. Tiffany Yip. The focus of the study is sleep and how stress can disrupt the sleep process, developing into health and academic problems over time. Their participation in the study was for 2 weeks in February and another survey will be completed this spring. Our special student population is hearing impaired students. These students are mainstreamed into high school classes and receive services from the Coordinator and teacher of deaf and hard of hearing students, and oversees the interpreters assigned to these students as needed.

The major area of focus in which we have made the most progress is in instruction. For the past two years our Professional Development has focused on literacy across all content areas. First(two years ago) we looked at and explored the literacy strategies we used in all core areas and followed through by incorporating them within the

classroom structure and evaluating student work to look for improvement. This past year we have unpacked writing looking at it in all content areas. Each department has presented how writing is used in the core areas. The faculty was asked to implement one or more of these strategies (with modifications if needed) within their content area to a target population and follow up on the results for them. Ex: improvement in final portfolio assessment projects, a grade of 75 or better in all content areas and the Common Core and ELA regents. Our results on both ELA exams have increased over the past year and we are gradually seeing improvement in student work. Our focus for the upcoming year will build on what we have been doing in our Professional Development sessions by looking at writing rubrics and further examine and investigate this area to develop a common language within the academic core areas with an emphasis on Common Core.

24Q520 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	514	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	6	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	67.7%	% Attendance Rate			92.4%
% Free Lunch	55.8%	% Reduced Lunch			1.8%
% Limited English Proficient	0.6%	% Students with Disabilities			14.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			5.5%
% Hispanic or Latino	79.0%	% Asian or Native Hawaiian/Pacific Islander			7.5%
% White	7.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			12.07
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	59.0%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.1%	% of 2nd year students who earned 10+ credits			76.9%
% of 3rd year students who earned 10+ credits	61.2%	4 Year Graduation Rate			69.6%
6 Year Graduation Rate	92.2%				
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			N/A
Hispanic or Latino	NO	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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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	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.

Our city and state progress in the area of student progress indicate the need to increase the number of students who earn 10 or more credits per year in order to ensure all students are on track to graduate within four years and are college ready .This will encompass entire student population, however emphasis will be placed on students in their 3rd year as well as the lowest third population.

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 student progress (students earning 10 credits per year or more) will be increased by 5% as measured by NYS and NYC Progress reports.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop intervention strategies for all struggling students through Instructional grade team discussions, sharing information and action planning during monthly meetings and evidenced by meeting notes.</p>	<p>Struggling students and parents</p>	<p>September 2015-June 2016</p>	<p>Administrative team and All faculty</p>

Benchmark assessments will be completed at 3, 6, 9 and 12 week intervals by teaches and department teams and monitored by administration. Results will be mailed home through grade team progress records	All students and parents	October 2015- June 2016	Administration and All faculty
Provide mentoring for all 10-12th graders to support our graduation by exhibition (Portfolio) process every Wednesday Afternoon as scheduled and supervised by teachers and Administration	All 10 th and 12 th grade students	September 2015-June 2016	Administration and All faculty

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Schedule mandated extended time on Thursday afternoons, inform parents. • Monthly instructional grade team meetings, department meetings and family meetings on Wednesday afternoons which allows for data analysis and development of intervention strategies • Professional development to identify needs and introduce intervention strategies. As a Prose school we have a Peer Collaborative Teacher who works specifically with the Math department • Parent Outreach by entire staff: teachers, guidance, family workers, parent coordinators All staff members are engaged in supporting, assisting and providing students with the assistance they require to successfully complete 10 or more credits per year. • Each 10th and 12th grade student will be assigned to a teacher for mentoring for 10th grade Gateway and Oral Defense (PBATS) • Continue to assess and modify department goals throughout the academic year 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. 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.
<ul style="list-style-type: none"> • Follow up on all action plans and intervention strategies developed for struggling students • Data analysis for each cycle from 6th, and 12th week benchmarks will indicate struggling students who require additional support. These students will be mandated for extended time, parents notified and their progress will be monitored over the entire year. • Instructional grade team meetings will share data regarding students and develop intervention plans to assist them in their high school and college classes. • 10th grade Gateway and Oral Defense (PBATS) pass rates are used to monitor effectiveness of mentoring program • Periodic teacher reflection during Professional Development as a result of assessment analysis and teacher observations by administration using Danielson’s Framework for Effective Teaching • Assessment at critical intervals to determine if department goals are being reached
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 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.

Continue to improve college and career readiness as evidenced as a need from progress report by strengthening our collaborative relationship with LaGuardia Community College and providing support for all students enrolled in college classes

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 June 2016 the number of college cohort classes will increase by three (15 total) in negotiation with the Department Chairs of LaGuardia Community College and Dean Academic Affairs. Our pass rate (C or better) will increase by 5% as measured by Ncrest (research organization out of Columbia Univ.) and college transcripts.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
All parents will receive a special orientation for our Early College Initiative. All students enrolled in college cohort classes will be provided with support through a Seminar class facilitated by high school teachers.	Parents and all students enrolled in college classes (approx.. 200)	September 2015-June 2016	Administration and seminar teacher facilitators
All Seminar facilitators will monitor students’ attendance in college classes through LaGuardia	All students enrolled in college classes	September 2015-June 2016	Seminar teacher facilitators,

Community College's web attendance system. Parents notified as needed			Principal
Continue to meet with college Department Chairs and staff of CUNY Early College Initiative to expand cohort classes.	College Department Chairs	September 2015-june 2016	Principal, College Liaison
Guidance counselors and college liaison will meet with students to plan and schedule college classes	All Students enrolled in college classes	September 2015-June 2016	College Liaison, Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Early college Orientation Night for Parents and High School teachers who will serve as Seminar facilitators to provide academic support to all students enrolled in college classes.</p> <p>Early College High School guidance counselors and liaisons who assists in enrolling students in college classes</p> <p>Dissemination of web attendance to all seminar facilitators and college liaison through Microsoft outlook</p> <p>College liaisons and guidance counselors input into the needs for cohort classes for high school students</p> <p>Monthly meetings between college liaison and guidance counselors to strengthen articulation and collaboration between LaGuardia Community College and Middle College High School</p> <p>Early Alert system which identifies students who are at risk of failing in college classes</p>											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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>Attendance is taken in Seminar sessions to ensure all students have the academic support needed.</p> <p>At the middle of each cycle appointments are made with students to enroll them in college classes based on the college registration period.</p> <p>College liaisons and guidance counselors collect and monitor all data</p> <p>All seminar facilitators identify students who have one absence from college classes and are then monitored every week to ensure attendance in class.</p> <p>Develop additional college cohort classes as indicated by need.</p> <p>Individual meetings and action plans developed for students who are identified by the Early Alert System.</p> <p>Students meet with their guidance counselor to plan out the number of college credits the student will earn in one year. Guidance Counselors and seminar teachers monitor student progress and completion in the college class.</p> <p>Guidance counselors revisit students academic plan based on the success of college course. This monitoring of student growth happens each cycle (3 cycles per year).</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 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.

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, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

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 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.

Based on the last NYC progress report our need is to increase parent involvement in the school community. In addition, last year’s data of parent participation in PTA meetings, we noted that parent participation was low for a school of 500 students. (90 parents over 10 months)

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 we will increase our family involvement within the community by 5% as measured by activities attended on the monthly parent activity reports in order to strengthen community ties and improve student performance

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop a joint committee of parents/guardians, students and teachers which will meet once a month to plan activities for our families (parents, parents and students and parents, teachers and students)</p>	<p>Parents Students Teachers</p>	<p>September 2015 and June 2016</p>	<p>Parent Committee and Administration.</p>

Meet and Greet Night- Dinner is served. Parents/Guardians will be invited to our September Family night and will follow their student's program where each teacher will communicate the academic requirements and expectations for each class	Parents, other adult family members, students	September 2015	Adult family members, Parent Coordinator, Administration
Holiday Party- Families take part in decorating the building. Teachers provide arts and crafts for young siblings of students and teachers.	Parents, Families and students	September 2015-June 2016	Administration, Parent Committee, Teachers
Parent Orientation- List notice students and their parents/guardians are invited to a school orientation. Detailed information is provided including a map of the campus, internet policy, contact information, early college, etc. Teachers and PTA members mingle with families over light refreshments	Parents, students	June 2015	Administration, Teachers, Guidance department, PTA members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>Middle College will provide the space for the Parent committee to meet. All activities planned must be approved and they will then be supported by the school and the PTA</p> <p>Teachers will organize Meet and Greet night and provide parents with contact information and Syllabi for each class. Mailings and school Messenger will announce the date and time</p> <p>All arts and craft are developed by teachers, and PTA will help with the supplies for the Holiday party.</p> <p>Orientation night is organized by the AP of Student Services, guidance and 9th grade teachers.</p> <p>Engrade Pro is a system which allows parents to see assignments, test scores and assessments for each class</p> <p>Expo night is a celebration of student work and talent organized by Department Chairs</p>										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. 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>All events will be carefully monitored for participation and attendance and reported via Parent Activity Report</p> <p>Ensure all teachers are in attendance for Meet and Greet Night and have the necessary information re: Classes, academic expectations, Engrade to disseminate amongst parents. Monitor attendance.</p> <p>All parent/guardians sign in and are given a packet which contains valuable information about the school and our policies, Emergency contact information is collected and other documents which require a parent signature</p> <p>Monitor parent contact from Engrade Pro. If any parent is not signing on make sure all teachers call parents to inform them about student progress. All parent contact must be monitored on SASI (In house system of communication)</p> <p>Provide the site for our Expo celebration and develop a structure to make it all happen. Data will be collected and monitored as parents will sign in attendance.</p>
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.)
English Language Arts (ELA)	ELA Regents and ELA Common Core Results, PBATS and Mark Analysis	Reading, Interactive writing, supportive evidence analysis, research, technology use, testing strategies.	Small group instruction, extended time, resource room, collaboration with Liberty Partnership tutoring program, additional skill level classes	During the day, extended time, afterschool and Saturdays
Mathematics	Mark Analysis, Exit Exams, Pbats and Compass Math	Adaptive reasoning, conceptual understanding, problem solving, abstract reasoning testing strategies.	Small group instruction, co-teaching, extended time, Resource Room, collaboration with Liberty Scholarship Partnership tutoring program, additional skill level classes.	During the day and extended time, afterschool and Saturdays.
Science	Mark Analysis, Pbats	Interactive, experiential learning, write informative scientific procedures and experiments, support information, use of technology, testing strategies and best practices.	Small group instruction, direct and indirect instruction, Co-teaching extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays.
Social Studies	Mark Analysis, Pbats	Writing for argument focused on content and skill, write informative explanatory text including narration of historical events. Writing and rewriting, use of interactive technology, testing strategies and best practices	Small group instruction, direct and indirect instruction, Co-teaching, extended time, Resource room, collaboration with Liberty Partnership tutoring program.	During the day and extended time, afterschool and Saturdays

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Target population including Special Education students, ELLs and struggling students</p>	<p>After school small group support services, advisement, development of action plans and communication with parents.</p>	<p>One on one counseling services provided by Guidance Department, SBS Team, Social Worker, School Psychologist as well as participation in developmental groups led by Guidance Counselors. Other outside support agencies are also recommended to students and families.</p>	<p>During the day and extended time, afterschool and Saturdays.</p>
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	223,702.00	X	11,14,20,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,740,257.00	X	21,Academic Intervention Services Section

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 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.

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. Middle College High School, in compliance with the Section 1118 of Title I, Part

A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Middle College High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events; Meet and Greet, holiday parties, Student Expo, Parent Orientation
- 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; Engrade Pro
- 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

Middle College High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 24	Borough Queens	School Number 520
School Name Middle College High School @ Lagcc		

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 Linda Siegmund	Assistant Principal Kim Tramontozzi
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Carol Tureski	School Counselor Lauren Ravera
Teacher/Subject Area Luli Rodriguez	Parent Celses Caseras
Teacher/Subject Area Jordan Moore/ SS/ Sped ed	Parent Coordinator Zoraida Cordona
Related-Service Provider Stamatina Raptis	Borough Field Support Center Staff Member
Superintendent Kathy Pelles	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	501	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	47

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	
TBE										0
DL										0
ENL	2		1	1		1	4		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	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
TOTAL	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										0	0	0	0	0
French										0	0		0	0
Korean											0	0		0
Punjabi										0		0	0	0
Polish														0
Albanian										0	0	0	0	0
Other														0
TOTAL	0													

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
Entering (Beginning)										1				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										6				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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

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														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		0		0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics	0	0	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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.
We use teacher-created assessments to provide us with student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan allowing us to design curriculum to address the specific needs of students. In addition this data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes, students see improvement in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Six of the seven 9th grade students are coming into our school with an expanding assessment while one student is transitioning. The one transitioning student also has an IEP. There are three other IEP students who are expanding. All seven ELL students are spanish speakers.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data that we use is from past NYSESLAT scores. In the 2014-2015, Middle College did not have any students receiving ELL instruction. The data pulled for the 2015-2016 school year is based from the 7 in coming ninth grader scores from the previous academic year.

As mentioned above, the most crucial pattern we see is one of improvement. In the past, we have noticed students improve on the NYSESLAT each year, showing that students' language is developing as a result of the New York Performance Consortium rubric

and PBAT assessments. After examining student's results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be high on the NYSESLAT. Since we have four ELL students who have an IEP, the implications for the schools' LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development into all content area curricula, which means increased professional development for all teachers into ways of achieving this goal.

Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.

- As we identify specific subgroups and the areas in which they need support (i.e., hispanic subgroup needing support on ELA Regents), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support.
- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "comprehension and analysis in all content areas".

4. For each program, answer the following:

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

All of our current ELL students are in the ninth grade. Instruction is only offered in English. Periodic assessments offered in English show that students are able to conduct comprehension and basic analysis. IEP students need more time to complete projects. Teachers are using the data from the periodic assessments to adjust their curriculum and assessments to meet the needs of the students. They also modify the curriculum to meet the needs of the ELL students who also have an IEP. Students receive additional time for all of assessments and a dual language dictionary is provided.

Instructional team meeting are held twice a month to discuss curriculum and student progress. Department meetings are held once a month to discuss the curriculum and instruction to meet the needs of student subgroups. The administrative team supports teacher professional development to meet the needs of the students in their 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](#).] This section while considered does not meet the requirements for high school.

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

English language is implemented in all courses. English instruction is provided in all reading, writing and speaking instruction in all content areas. During department and instructional meetings, teachers discuss the outcome of our ELL population and make necessary adjustments to the curriculum and assessments such as consideration of the students first and second language development. The guidance counselor will also attend the meetings to discuss additional support in the classroom as well as registering ELL students in a college class such as public speaking. The guidance counselor will also meet with the academic liaison for the college to discuss the possibility of taking ELL college courses. A meeting will take place inviting the student and parent to discuss programming and course curriculum.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

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

- Portfolio passing rate

Middle College High School at LaGuardia is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and therefore have only included our ELA Regents scores in this document.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. 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.

In order to identify English Language Learners (ELLs) in our school:

1. All students admitted to Middle College HS at LaGuardia from a middle school or who have recently arrived immigrants are given The Home Language Identification Survey. This is administered in order to determine the students home language to: all NYC first-time admits, students who have been out of NYS school for 2 or more continuous years and students from a NYS school whom have not obtained previous ENL status. This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a qualified ESL licensed pedagogue or by a teacher trained in cultural competency, language development and the needs of ENL students, licensed and trained pedagogue. Also the licensed pedagogue will be proficient in the home language of student or parent or else we will use a qualified interpreter/translator to ensure that the student or parent/guardian best understands. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the NYSITELL within ten days of admission. If the students native language is Spanish they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the NYSITELL Memo is used to determine the student’s ELL entitlement status. The students’s NYSITELL/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student’s home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. A student is considered to have a home language other than English if one question on Part I of the HLIS: questions 1-4 and two questions on Part 1 of the HLIS questions 5-8 and the interview with parent and student indicate that the a language other than English.

Newly identified ELLs will be placed into an ELL program based on parent’s choice within 10 days of school enrollment. For students entering with an IEP the school has 20 days to place the child into the ELL program chosen by the parent.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, NYSITELL and if necessary the Spanish LAB are:

- For the administration of the HLIS , Kim Tramontozzi, school Assistant Principal works with licensed guidance counselor Lauren Ravera.
- The administration of the formal initial assessment in literacy, math, English (NYSITELL) is conducted by Luli Rodriguez, Licensed Special Education teacher who currently has her bilingual extension and is in the process of obtaining her ESL license.

If families speak another language than we have additional pedagogues on staff who speak Spanish, Chinese, Italian, Polish and French When staff is not available to translate the DOE Translation Unit is utilized to assist us with the over the phone translations of other languages.

The completed HLIS forms will be placed in the student’s cumulative file and become part of the student’s permanent record.

NYSITELL will be administered by certified teachers Luli Rodriguez and Linda Annawah who are supervised by Kim Tramontozzi, Assistant Principal.

2. 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).

All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an licensed bi lingual guidance counselor Lauren Ravera. During the first week of school in September the SIFE Leadership team reviews all SIFE questionnaires and writing sample to determine which students should be meet with a member of the SIFE Committee to be further evaluated. Any new student who misses the new student summer orientation is provided with the SIFE questionnaire and asked to complete a writing sample at the

time of their first intake session with an ESL licensed pedagogue. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and then make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. Once the SIFE determination has been made by the SIFE Committee the Assistant Principal, Kim Tramontozzi will make sure that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students enrollment. If the status of any student needs to be modified within one year of enrollment the Assistant Principal, Kim Tramontozzi will make the modification on the BNDC screen in ATS. In addition if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

3. 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).

When a new student enters our school with an IEP our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over the phone translation services in the student and parent/guardian's preferred language.

In order to make the determination if student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the students preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendant for a final decision.

Once the superintendant sends back a final decision we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

Annual Reviews are administer for students with an IEP. During the review, the parent, student, teacher, related service provider, district representative, interpreter and guidance counselor are all invited to participate in the meeting. During the meeting, the team will discuss the appropriate program for the child. The child's English language development as it related to the disability will be discussed. The IEP casemanager will meet with the team to discuss appropriate and least restrictive accomodations for the student. Every month the special education department meets to discuss cases and reviews a SIT protocol to improve the IEP writing practice. These minutes are uploaded to the Affinity support team for additional professional development.

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.

Once the NYSITELL has been administered to a student the testing coordinato and Assistant Principal, Kim Tramontozzi, has the answer documents scanned into ATS via the attendance scanner within 10 school days of the students enrollment. The Assistant Principal enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined she sends out a letter informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. He than distributes copies of the dated and signed Entitlement or Non-entitlement letters to the team guidance counselors who place the letters into the students cumulative folder.

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).

Parents of incoming students will be informed that they have the right to appeal their students ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Zoraida Cordona will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their students ELL status within 45 days of enrollment.

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.
- We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ENL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:
- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible the invitation letters are sent out in the parent's preferred languages. The school attempts to schedule parent orientation sessions at times convenient for the parent's in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.
 - Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
 - Information describing the three program choices is sent home with students.
 - Parents are given parent brochures in the different languages that are available.
 - The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).
- Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester; however, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs. When a survey is not returned, ENL is the default placement.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- When parents meet for their orientation and initial intake interview and have informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal, Kim Tramontozzi who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to Guidance Counselors to file in the students cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL. The school then follows up with phone calls and if contact cannot be made by phone registers letters are sent home in order to obtain the signed forms from the parent. All of these to reach out to the parent in an attempt to receive the signed forms are documented and maintained in a central file by Assistant Principal, Kim Tramontozzi. All parental contact is in the parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams a list is prepared by the Assistant Principal, Kim Tramontozzi all ENL students who should be exited from ELL status. Then over the summer but no later than September 15th of the new school year in which the student is no longer entitled the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program. Parents are notified in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement

letters (for each newly identified ENL student are kept in a central file in the main office. Guidance counselors and administration have access to all ELL documents related for each student.

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.

All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school. Students are scheduled for the components of the NYSESLAT exam. If a student is absent, then the student will be able to take the exam on the makeup day for that section. This ensures that all four components are administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams a list is prepared by the Assistant Principal, Kim Tramontozzi all ENL students who should continue with their ELL status. Then over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parents preferred language whenever possible.

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).

As part of our collaboration with our other campus school, International High School, our school works closely with them and uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data 100% of our parents choose the ENL model.

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.
 - . Instruction:
 - a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 90 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th grade and 10th grade are blocked and 11 and 12 grades are ungraded and heterogeneous.
 - c. Integrated and Standalone ENL are implemented: Beginning/Emerging students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of

integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

2. Mandated Instructional minutes:

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.

The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

3. Describe how 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.

All of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. The language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

In collaboration with our sister school, International High School, Middle College has adopted the International approach and the New York Performance Consortium use of performance based assessments (PBATs). This research based instructional approach utilizes five strategies which foster language deveopment and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher generated activities. Middle College includes an approach to curriculum that is student centered, inquiry driven and project based revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts.

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

At Orientation incoming ELL's are given a native language assessment. At the Middle College High School we value student's native languages. We offer college native language classes in many languages where students are able to obtain college credits for testing a profieciency in their native language.

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

All of our class periods are 60minutes in length. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

We work in collaboaration with International High School so since our ELL population is relativley small, we utilize four modalities of English Language acquisition.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
 - In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
 - Language skills are most effectively learned in context and embedded in a content area.
 - The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
 - Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
 - The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
 - Career education is a significant motivational factor for adolescent learners.
 - The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.
- Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:
- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
 - Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
 - Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
 - Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

All of the students at Middle College High School are in mixed grades and are divided into two groupings. The 9th and 10th grades are considered the lower division and the 11th and 12th grades are considered the upper division. The curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student’s perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT’s) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities.

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) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE Leadership team along with the student’s individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services: including one-on-one work with a

paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program with Liberty Partnership, has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.
- Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.
- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

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

c) Instructional Plan for Developing ELL's:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continuing English language development. Their teachers meet regularly in teams to discuss the needs of the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Instructional Plan for Long Term ELL's:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible long term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. Middle College long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

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.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Linda Siegmund will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations if the principal feels that the student may have been adversely affected by the determination, than the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student than she will consult with the superintendant. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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?

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

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

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

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

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

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which servies to enhance their literacy skills through exploration of NYC and its environment.

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?

8. Middle College Hlgh Schoolat LaGuardia using a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's

Chart

our challenge is to find ways to teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with our Special Education teacher or service provider depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team has provided extra services: including one-on-one work with Special Education teacher, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs have been made. By adapting curriculum to enable those students to succeed, by expanding the time available to team members to work with them individually, student teachers and LaGuardia interns, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEP's will receive additional academic assistance in accordance with the particular needs of their individualized IEP's.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
	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(u) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

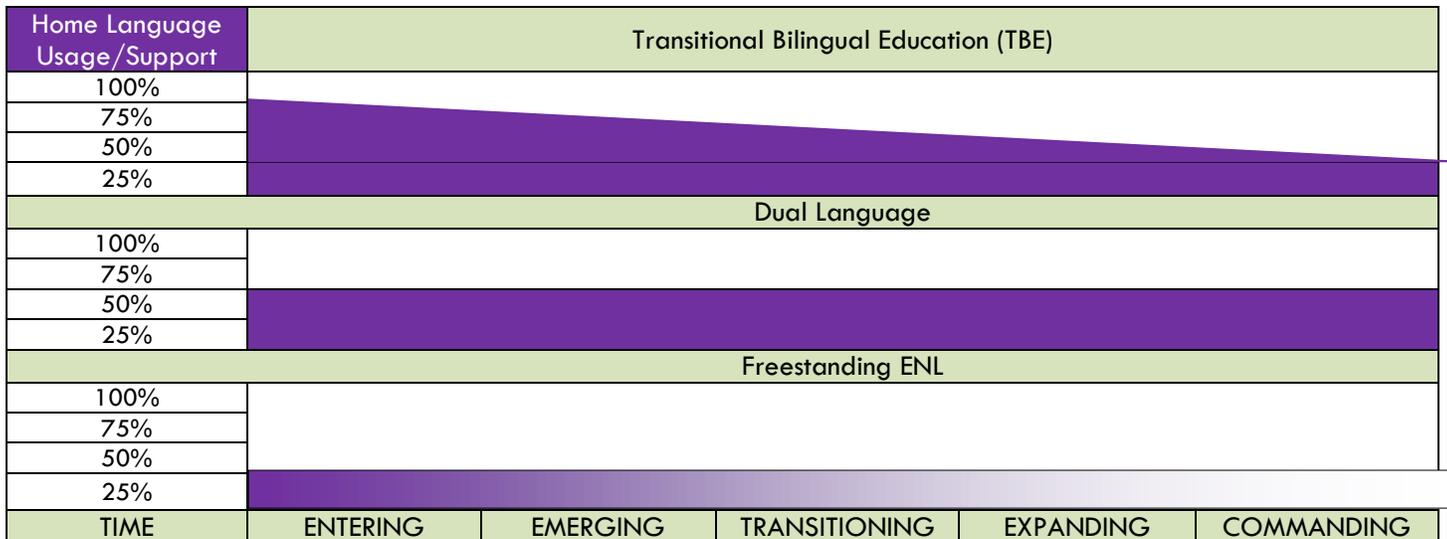


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

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. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions and final project/presentations. Middle College High Schools instructional focus is to improve reading comprehension, argumentative writing and public speaking. Using interim assessments and PBATS, teachers are able to target specific skill sets and plan intervention strategies to support students learning.

Intervention strategies and programs are provided for all ELL students. These programs target content area in English and Math. We provide a Saturday Catch program, extended time, afterschool homework help, seminar and advisory. These programs assist students in all of their content areas but a major focus is on ELA/Math and communication. If necessary, native language interventions support a student who needs academic support in ELA /Math.

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

Evidence of effectiveness in our model is displayed through data such as 66.4 +% four year grad rate and a 79+% six year grad rate for our students for the 2014/2015 school year. In addition, students in our program averaged 27 college credits at the time of graduation: The effectiveness of our language and content integration program is monitored by our alignment to the Performance Based Consortium rubrics. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

- Evidence of effectiveness include the fact that over 90% of presenting students receive a minimum of "competent" on their 10th and 12th grade portfolios: Rubrics are used to assess student growth in both content and language progress and knowledge.

Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students. Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay, Research Paper, Math and Science) are part of our graduation requirement.

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

Due to the success of our Early College Native language classes and a changing demographic we are planning to add Uzbek next year to the growing list of native language classes that our student take.

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

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

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

Since approximately 70% of our students are ELLs and the remainder are former ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Leadership
- Project Adventure
- Western Queen Consultation Center
- Liberty Partnership
-

All ELLs and former ELL's are invited to participate in the above listed activities at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers.

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

Funding sources for after school and supplemental services offered to ELL's in our School:

Since our school funds are conceptually consolidated the funding source for most of our after school targeted interventions listed in

section 9 above and many of those listed in this section are covered by Title I funding as well as tax levy funding. The funding for the Enrichment class is also covered by regular tax levy funding since it takes place during the regular school day. The funding for many of the activities listed in this section above are covered by the volunteer CBO organizations running the program. (ie: Liberty Partnerships).

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.

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELL's 4-6 years,, Long term ELL's as well as former ELL's Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ENL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer labs. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs.

Our students have the full use the LaGuardia Community College Library and through interlibrary loan, the entire CUNY system. Additionally, teachers have made use of library book funds provided by the school to create mobile classroom libraries with books that are more accessible and more appealing to ELLs as well as all the other sub-groups of students within our school.

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

How students' home language skills are being used for instructional purposes:

All our ELL students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content.

In addition, our ELL students whose native language is Bengali, Chinese, Spanish, Arabic, Polish and Tibetan are identified and given a college native language proficiency test in reading and writing which is assessed by the Education Language Acquisition Department at LaGuardia Community College. Each of these college native literature classes resulted in a culminating native language project.

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

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

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).

Prior to the school year new ELL students are assigned to attend an orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During this time SIFE students are assessed and also students are offered a native language assessment by LaGuardia Community College to determine if they are eligible to enroll in native language college classes.

New students are assigned to heterogeneous teams (or strand) with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in

class.

During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and along with the assistance of a translator receive a one to one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. These students will also have the opportunity to take the LaGuardia Community College native language assessment to determine if they are eligible to enroll in native language college classes.

19. What language electives are offered to ELLs?

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

In addition, our students are all part of the Early College Program at LaGuardia Community College and able to select from a broad range of foreign language electives from the college catalog including, Spanish, Arabic, Bengali, Chinese, Tibetan, Polish, French, Italian, Korean and Japanese among many other languages. On Wednesday afternoons from 1 PM to 4:30 PM our students are encouraged to register for native language elective college classes taught by a college professor which upon completion will earn the students from 3 to 6 college foreign language credits from LaGuardia Community College.

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:

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.)

1. Professional Development Plan:

The principal repository of professional development has been the instructional teams in the school. The school professional development calendar is divided into weekly PD sessions that focus on student work, curriculum and instruction, literacy in all content areas with emphasis on ELL and IEP, SWD. Wednesday meetings are as follows: Two times a month are focused on the instructional purpose, one meeting is departmental/content and curriculum and one meeting is "family" where strategies are shared to assist students academically and socio-emotional support. Monthly PD is scheduled to address literacy in all content areas. In addition to the in house professional development, staff are given the opportunity to go to outside workshops. Outside workshops have included those sponsored by Cental/Superintendancy, NYPeromance Consortium, Middle College National Consortium, Laguardia Community College, the Writers Workshop.

All staff members are required to attend professional workshops for our ELL population. The information from these workshops are then turned over to the faculty and best strategies are shared.

All professional Development workshops focus on our instructional focus in all content areas. All staff participate in workshops throughout the year. All member of the SBS team such as related service provider, pynchologist, para's, guidance counselor, speech teacher attend meetings on Ell strategies for students with disabilities. The Assistant Principals attend professional development outside of the school setting. Ell Teachers attend professional developmnet meetings from outside the DOE as well as from the division of ELL through our borough field support and Affinity support offices.

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?

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal #2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

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

Supporting ELL and IEP students to access a rigorous curriculum

- Building a supportive classroom environment from the start
- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool
- Alignment of Curriculum and Assessment using Depth of Knowledge and Universal Design for Learning.:

Sharing unit maps and getting feedback on how to improve use of discipline specific academic language

- All teachers bring portfolio project task and sample student work to share
- Collect feedback on how well project allowed for students to reach higher levels of the NYPC rubric.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

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

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

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

C. New York Performance Consortium provides moderation studies of student work once a year as well as monthly meetings that addresses best practices and ESL methodologies.

D. Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

E. Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NY Performance Standards Consortium.)

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.

4. Minimum ELL Training for all staff:

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

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum
2. One 1-hour session on Academic language for ELL students:
 - Introduction on language development and our students
 - Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.
3. Two-2 hour sessions on Language and Content Integration for ELLs:
 - Various language and content integration workshops led by the Middle College National Consortium and NYPerformance Consortium
4. One 1-hour session using SMART board to build entry point for all ELL students
5. Two-2 hour session on Language and Content Integration for ELLs:
 - Strategies in the classroom integrating language and content
 - How to incorporate native language and use it as a support for students in the classroom
 - Social and Academic language sentence matching
 - Cause and Effect Sentence Combining

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?

We will hold annual individual meetings with parents of ELL's at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

Each of the instructional teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their bi-weekly two hour meeting. Each instructional team has 50 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Each team is assigned a paraprofessional or Community Associate in order to place phone calls to parents to schedule meetings.

2. In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings. Upon parents arrival to school, they will sign in on a computer in the admin office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting.
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Middle College High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Due to our partnership with LaGuardia Community College, during the 2014-2015 school year parents of our students were invited to register for free Parent ESL classes held at LaGuardia Community College for parents wanting to learn English. This year we are hoping to continue with this opportunity for our parents.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy.

One 1-hour sessions to: a) Title I Annual Parent Meeting

- Two 2-hour session on the communication and relationship between parents and their teens.
- One 2-hour session on the Early College Program at Middle College High School @ LaGuardia Community College.
- One 2-hour sessions on how parents can use Engrade as a tool to keep up with how their child is doing in school.
- One 2-hour session on awareness of gangs and how to keep your child safe and warning signs of bullying.

The parent coordinators role is to support parents and be the liaison between the school and parent communication. The parent coordinator assists parents in navigating any issues to the appropriate persons at the school. She also assists in translation services in Spanish and assists with the School leadership and Parent/teacher Association. The parent coordinator will also develop workshops for issues facing parents such as immigration laws, English classes for parents. If a parent needs translation services, the parent coordinator will also contact the translation services for assistance.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Western Queens, which offers counseling services to our students and their families hold a workshop at a PTA meeting. In addition LaGuardia Community College continues to offer the parents of our students free ESL class for the parents of our students. Other

collaborations with Community Based Organizations which offer services to our ELL parents include: Sunnyside Community Services, Mount Sinai Adolescent Health Center and The Door, to help support our ELL students as they adjust to life in a new country.

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

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

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

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves. Through the PTA, parents requested to have counselling services available at our school for students and their parents. As a result of this request we Western Queens Counseling Center has been offering counseling services to at our school over the past year. We plan to continue and expand this program during the 2015-16 school year. As a result of this collaboration between the PTA and the administration and our partnership with LaGuardia Community College, our parents were offered free ESL parent classes at the college this past year. We expect that the college will continue this successful collaboration during the 2015-2016 school year. Translation services are available through our staff, International High School, Laguardia Community College or Translation services through the Department of Education.

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: Middle College HS @LaGuardia

School DBN: 24Q520

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)
Linda Siegmund	Principal		1/1/01
Kim Tramontozzi	Assistant Principal		1/1/01
Zoraida Cordona	Parent Coordinator		1/1/01
Luli Rodriguez	ENL/Bilingual Teacher		1/1/01
Celses Caseres	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lauren Ravera	School Counselor		1/1/01
Kathy Pelles	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q520**

School Name: **Middle College High School @ LAGCC**
Superintendent: **Kathy Pelles**

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.learn DOE.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

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.

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

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

American Sign Language
Spanish
Tibetan
Urdu
Albanian
Chinese

Part B: Creating a Communications Calendar

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.)

Welcome letter- September
Student progress reports-October, December, February, April, June
Calendar- September
Parent Teacher conference announcements- September, November, February, April
NYS Testing letter- January and June
PTA letter- Semi Monthly
School Leadership Letter- Semi Monthly
Military and Condom opt out letter- October
Celebration letter- December, June
Open House invite- May
Principal Breakfast and National Honor Society- April
Graduation-May
Early College Informational Session- April
Long Term Absences- Throughout the year
IEP Conference Meeting- Throughout the year

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.

Parent Teacher Conferences- September, November, February, March
Orientation- June
PTA Meeting- Monthly
School Leadership Meeting- Monthly
Academic Intervention
Celebrations- such as National Honor Society and Graduation
Individual Parent, Teacher, Guidance Counselor meetings
IEP Annual and Three year Mandated Conference

Part C: Providing Language Assistance Services

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.

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Urdu, Tibetan, and Albanian as well as others as the need arises.

- Middle College High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have International High School occupy our building. Two schools combined we have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Haitian-Creole, Portuguese, French Italian and Russian. Staff members from both schools have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former students who are attending LaGuardia Community College. Outside: since we are located on the campus of LaGuardia Community College we've often been able to reach out to the college community to help out with written translations. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

2. Describe 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.

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

- Middle College High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In-House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members from both schools include: Spanish, Chinese, Polish, Bengali, Urdu, Haitian-Creole, Portuguese, Italian, French and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the LaGuardia College Community to help with oral translations for parents. If necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

Part D: Training Staff on Policies and Procedures

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.)

As per Chancellor's Regulation A-663, Middle College High School at LaGuardia will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive the T&I Brochure and a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during our staff professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to all staff via email.

Part E: Providing Notice of Language Assistance Services

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

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

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

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 105.

- Middle College High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

Middle College High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose

primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services.

-When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.

-When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.

Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 105.

- Middle College High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At Middle College High School the only languages spoken by over 10% of the students are covered languages. (Spanish).

- Middle College High School will provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly PTA meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services.