



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 212/THE MIDTOWN WEST SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M212

PRINCIPAL: DEAN KETCHUM **EMAIL:** DKETCHUM@SCHOOLS.NYC.GOV

SUPERINTENDENT: _MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dean Ketchum	*Principal or Designee	
Penina Steinberg	*UFT Chapter Leader or Designee	
Eve Sutter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ted Pollen	Member/Teacher	
Ana Molina	Member/Teacher	
Bryan Andes	Member/Teacher	
Megan Kelly	Member/Lower Grade Rep	
Jaime Swiggert	Member/Upper Grade Rep	
Trini Alvarado	Member/Middle Grade Rep	
Marina Kubicek	Member/Rep At Large	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Males will strengthen their writing skills, as demonstrated by an increase on the writing component of the 2013NYS ELA Exam, on which 4th and 5th Grade Boys will increase to an average 2.50 out of 4.0 on Extended Response Essay Questions .

Comprehensive needs assessment

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

When reviewing schoolwide data it was noted that Boys were not achieving at an appropriate rate on extended response essay questions when compared to all 4th and 5th students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will attend weekly professional development to learn strategies that might assist with extended essay response. Teachers have aligned CCLS (Common Core Learning Standards) with writing program and report cards. Teachers develop rubrics to evaluate extended essay response. Monday through Thursday extended instructional time will focus on writing extended essay response. Homework is focused on writing. Identified At Risk students will be invited to small group instruction with a classroom teacher or a learning specialist. Students will show improvement from 2011-2012 to 2012-2013. Data Specialist will conduct workshops around analyzing and utilizing data looking specifically at this subgroup. Inquiry Teams assess student work and provide suggestions to classroom teachers to individualize student instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are invited to attend informational workshops with Principal three times a year. Teachers set goals and have planning sessions with each family. Parent Coordinator provides workshops for identified parents. Principal provides writing workshop for parents on a monthly basis. Principal provides reading workshops on a monthly basis to increase literacy in the home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers in school are highly qualified.

Continue to recruit and hire highly qualified staff.

Provide differentiated professional development support for the entire staff.

Mentor new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Volunteers from Power Lunch meet with invited students on a weekly basis.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

NYSTL funds will purchase software to provide intervention and enrichment to these students.

Resource books will be placed in the library.

Title III instructional programs support the writing of English language learners within the targeted population of students.

Title III translation funds are used to ensure families' participation and engagement in support for students. Title III translation funds pay directly for translations provided to parents either from a contracted translator or through existing personnel.

Intervention programs like SRA will be purchased and implemented.

Professional Development books on writing purchased for teachers.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To strengthen an instructional focus so that students are better prepared to meet the demands of the Common Core Learning Standards, teachers will design, complete and disseminate a report card checklist aligned to CCLS and distribute three times during the school year to parents.

Comprehensive needs assessment

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

Survey results over the last two years indicate a greater need to deliver communication to families about student progress. This was also noted in the Quality Review.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Identify discrete skills directly aligned to CCLS.

Develop task that measure the mastery of these skills.

Plan, write, and edit checklist during planning time and group planning.

Beginning of the year PD on CCLS. Follow up PD's monthly.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Distribute checklist 3 times annually to parents.

Develop an information letter so that parents understand the checklist.

Provide parent workshops on CCLS and the school level reports.

Checklist help families track student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers in school are highly qualified.

Differentiate support to existing staff.

Mentor new teachers.

Continue to recruit highly qualified staff.

Strengthen partnership with HR Specialist to acquire top candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Power Lunch Volunteers tutor students weekly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding used for planning sessions afterschool to support checklist development.

Title III translation funds are used to ensure families' participation and engagement in support for students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

All 4th and 5th Grade students will meet standards or master basic arithmetic components (i.e. multiplication) by June 2013. Benchmark checklist will measure all students acquisition of basic skills. 2013NYS Math Exam will rise 2 percentage points for all 4th and 5th Grade students.

Comprehensive needs assessment

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

Over the last two years the Math Inquiry Team has gathered test data from NYS Exams and found that as ALL students reach higher levels of proficiency with basic arithmetic skills scores show an increase in proficiency. CCLS requires all students to master basic arithmetic skills (i.e. multiplication facts).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Math Inquiry Team will meet weekly on Friday mornings to discuss goals, assessments, and progress students have made towards mastery of basic skills. Monday Professional Development will focus on ensuring that basic arithmetic components are taught in a variety of ways. Resources are provided to teachers on request. Teachers will evaluate all students and report to parents three times annually. Inquiry Teams will assess student work and provide suggestions to classroom teachers to individualize student instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Curriculum night focused on Math for all parents.

Workshops conducted by Parent Coordinator as needed.

Homework aligned to goal so that parents may assist.

Interpretations of assessments and report cards for all parents.

Translation services provided as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently, all teachers in school are highly qualified.

Differentiate support to existing staff.

Mentor new teachers.

Continue to recruit highly qualified staff.

Strengthen partnership with HR Specialist to acquire top candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Clubs including Bridge and Chess benefit students through volunteers.

Power Lunch Corporate Volunteers tutor students weekly.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

NYSTL Funding for software programs.

Title III Translation services as needed.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	2	0	N/A	N/A	1	0	0	1
1	0	0	N/A	N/A	0	0	0	0
2	1	0	N/A	N/A	2	0	0	1
3	4	0	N/A	N/A	2	0	0	3
4	1	2	N/A	N/A	1	0	0	0
5	3	4	N/A	N/A	2	0	0	1
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Wilson, Fundation and Great Leaps programs. Classroom Tier I strategies, graphic organizers, outlines and checklists. 2. At risk small group or individualized intervention. SETSS. Vonlunteer services. 3. Before, during and after school small group and individualized instruction.
Mathematics	<ol style="list-style-type: none"> 1. Programs: Tier I classroom strategies, Investigations, visual aides. 2. At risk small group and individual instruction. SETTS and volunteer services. 3. Before, during and after school small group and individualized insctruction.
Science	<ol style="list-style-type: none"> 1. Small group instruction.
Social Studies	<ol style="list-style-type: none"> 1. Small group instruction.
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Social skills group. 2. Behavioral Intervention 3. Crisis Intervention 4. At risk small group and individual counseling. 5. Before and during school groups.
At-risk Services provided by the School Psychologist	<ol style="list-style-type: none"> 1. Crisis intervention. 2. Functional Behavior Assessments. 3. Intervention strategies.

At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Crisis intervention. 2. Intervention Strategies.
At-risk Health-related Services	<ol style="list-style-type: none"> 1. Social skills. 2. Sounds in Motion. 3. Tier I Classroom Strategies. 4. Text Talk 5. Small group instruction 6. Individual instruction 7. During and before school small group.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Feigelson	District 02	Borough Manhattan	School Number 212
School Name Midtown West School			

B. Language Allocation Policy Team Composition [?](#)

Principal Dean Ketchum	Assistant Principal na
Coach na	Coach na
ESL Teacher Candace Narvaez	Guidance Counselor Brenda Hall
Teacher/Subject Area Kay Loua	Parent Erika Antin
Teacher/Subject Area Mary Weaver	Parent Coordinator Tisa Farley
Related Service Provider Meghan Fay	Other type here
Network Leader Dan Feigelson	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	344	Total Number of ELLs	13	ELLs as share of total student population (%)	3.78%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At the beginning of the year, parents of all first time admits to the Department of Education are given a Home Language Identification Survey, in their native languages, which is conducted by a licensed pedagogue. The licensed pedagogue is a speech teacher who is trained to conduct the HLIS, an informal interview with the parent(s) and students to determine language dominance. If the language on the HLIS is other than English, the Language Assessment Battery Revised (LAB-R) is administered within ten school days of initial enrollment to determine ELL eligibility. If the student is an ELL based on the LAB-R result and the home language is Spanish, then the Spanish LAB is given. School staff will provide translation if necessary. We also reach out the Translation and Interpretation Unit for languages that are not spoken at the school.

1 All identified ELLs take the NYSESLAT in the spring of each year. The NYSESLAT eligibility report (RLER) from ATS is generated to ensure that all ELLs are tested. Testing dates are scheduled in advanced and parents and classroom teachers are notified in writing. The schedule includes the four components, reading, writing, listening and speaking.

2. Parents of students who have been identified as ELLs and are first time admits to the DOE will be invited to a Parent Orientation within the first 10 days of enrollment, parents of eligible students based on the hand score of the LAB-R. The Pincipal and Parent Coordinator conducts the Parent Orientation along with interpreters, if necessary. Parents are notified of these meetings with the Entitlement Letter in their home language. If parents are unable to attend any of the meetings, then a separate meeting is conducted with the parent for a one-on-one meeting. The parents are asked to sign-in on an attendance sheet and are given an agenda and a parent brochure in their home language. The parents watch a video that is provided by the DOE explaining the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). The parents are then given the opportunity to ask questions about the programs offered by the DOE. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students in two contiguous grades speaking the same language. Parents are informed that if they do not make a choice that the default program is bilingual education if the home language is Spanish. And in this case, the default program for the school is ESL since our school does not have a bilingual program due to lack of numbers. Parents receive the Parent Survey and Program Selection forms if parents do not attend a Parent Orientation after multiple outreach attempts. Parent choice is monitored regularly to ensure that the school is meeting parents' needs. All communication is provided in the appropriate native language. Parent orientation sessions take place at the beginning of the school year as well as throughout the year to first time admits to the DOE.

3. To ensure that Entitlement letters are distributed to parents, the school secretary, parent coordinator and classroom teachers collaborate. Copies of the letter sent home will be kept on file at the school. A similar process is used for the Parent Surveys and Program Selection forms, however these documents almost never leave the building upon conclusion of a Parent Orientation.

4. During the parent orientations, parents are made aware of the three available programs and are then allowed to choose the ELL program that they feel best suits their child. We keep an accurate and updated file on parents who choose a bilingual program that we

are unable to offer as a result of insufficient number of students. Parents who choose a program that is not provided by our school will be provided with a list of schools that offer such program in New York City. Parents are told all of this information in their native language. Based on the Parent Survey and Program Selection forms, students are placed in the appropriate program. If parents choose a program that is not offered by the school and there are not enough students to form the requested program, they are informed that they have the option to transfer to another school with that program. Parents are given a list of schools with that program of choice.

5 & 6. For the past few years the trend in program choices has been free standing ESL programs only. Programs offered at the school are aligned with parent requests. The school checks Parent Survey and Program Selection forms to ensure that we are in compliance with all mandates and requirements.

Numbers are based on our 2011-2012. Of the four newly enrolled students, ESL was their program of choice; therefore, the program offered at our school is aligned with the parent requests.

K - one Arabic, one Russian, One Greek

1 - one Chinese

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1										4
Total	1	1	1	1	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	11
		Special Education	4

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	2	2	0	2	0	0	0	13
Total	11	0	2	2	0	2	0	0	0	13

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish						0								0
Chinese			0		0	0								0
Russian		0	0	0	0	0								0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														1
TOTAL	0	0	0	1	0	1								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish										1									1	0
Chinese					0														0	0
Russian																			0	0
Korean																			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	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other <u>3</u>							1												1	0
TOTAL	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	1	1									5
Chinese	1	2	0	1										4
Russian	1													1
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	1			1										2
TOTAL	5	3	1	3	1	0	13							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 & 2 . ESL instruction is delivered through both push-in and pull-out models. Students are grouped by grade and proficiency levels. Students scoring at the beginning and Intermediate levels are entitled to 360 minutes per week and students at the advance level are entitled to 180 minutes of ESL instruction per week according to the NYSESLAT or LAB-R.

3. The content areas are taught throughout the day through the Balanced Literacy (read aloud, shared reading, interactive writing, shared writing, word study, independent reading) approach. All instruction is conducted in English. ELLs are grouped with the native speakers during small groups instruction. Students are given the opportunity to engage in oral discourse.

4. Spanish speaking ELLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students who cannot yet write in English are asked to write in their home language while other students are writing in English. Native language resources (books and dictionaries) are provided to students who may need such support.

5. Instruction for ELL subgroups

A. SIFE students:

We currently do not have any SIFE students, but in the event that we do, we will provide small group instruction and Wilson support. They will receive intervention services (AIS) using both push-in and pull-out models.

B. ELLs in US schools less than three years:

A. Programming and Scheduling Information

For students who have been in a US school for three years or less will be provided with Foundation for the lower grades and Wilson for the upper grade to develop their reading skills. Within the mainstream classroom, small group instruction with language support is provided.

C. 4-6 years

We currently have two students that fall under the 4-6 year category. For these two students, small group instruction is provided along with Wilsons to develop their reading skills.

D. Long-term ELLs:

Currently, there are no Long-term ELLs in our school, but in the event that we do we will provide small group instruction and Wilson support. They will receive intervention services (AIS) using both push-in and pull-out models

6 & 7. ELLs identified as having special needs:

ELLs with disabilities receive small group instruction in and outside the classroom. The classroom teacher along with service providers collaborate to coordinate instruction and schedule to meet the needs of the students.

Courses Taught in Languages Other than English i

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

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

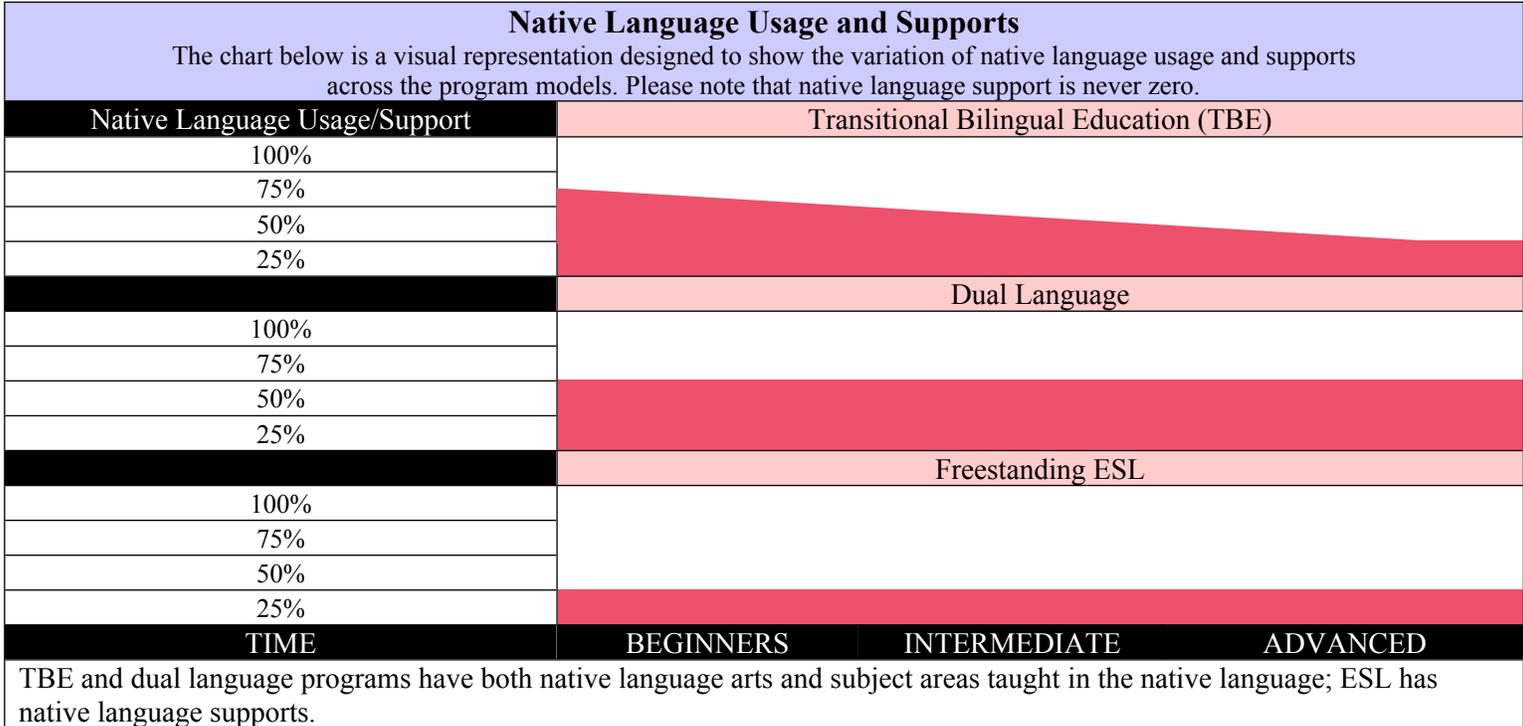
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The content areas are infused throughout the day in the reading and writing blocks using the balanced approach. In addition to the content goals, teachers set language goals to provide students access to the language and content being taught. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the the NYSESLAT. Our freestanding ESL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. Content area lesson plans include activities and strategies that support the development of ELL students' academic language.

9. Students who scored proficient on the NYSESLAT receive two years of transitional support through ongoing communication among teachers to closely monitoring of student progress. If needed, former ELLs will be supported through samll group pull-out or push-in support.

10. There will be additional professional development for the staff on ELL instruction either through the school or attend professional development outside the school

11. There will be no discontinuation of any programs.

12. ELLs are afforded equal opportunities to attend all programs provided by the school—school trips, performances, etc. ELLs also participate in programs such as Power Lunch and Everybody Wins.

13. Students who need native language support are provided with native language support, hands-on learning, books on tape/computer to support content and language learning.

14. Our school only offers the ESL program and the language of instruction is English. If there are staff members who speak the student's language and should need it, we provide that translation when appropriate. Resources such as native language books and dictionaries are provided when necessary.

15. ELLs are matched with reading materials at their reading level and content at their grade level.

16. Prior to the start of a new year, parents and staff reach out to families and buddy the newly enrolled ELLs over the summer.

17. There are no language electives offered at this school.Paste response to questions 1-5 here

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
- 1 & 3. Staff members are encouraged to attend professional development offered by the CFN ELL specialist each month. Teachers are informed that they are required to attend a minimum of 7.5 hours of ELL training.
2. Guidance counselor provide staff members information concerning the middle school process. Our guidance counselor provides parents and students with information sessions on the middle school process.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
- The parent coordinator and the principal provide monthly workshops for parents on various topics based on the survey conducted. Parents are invited to attend all events at the school including parent teacher conference, Math Night, Curriculum night, school plays, etc. Learning Leaders provide workshops for our parents. Translations are provided during these sessions when needed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	1	1										10
Intermediate(I)														0
Advanced (A)				2	1									3
Total	5	3	1	3	1	0	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I	1		1										
	A		1	2										
	P		1	2	1	4								
READING/ WRITING	B	1	1	1										
	I		1	1	1									
	A			1										
	P			2		4								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1-3. Assessments such as running records, Fountas and Pinnell are used to assess early literacy skills. Writing samples are also used to inform instruction. Throughout the grades, it shows that the oral language is acquire more rapidly than than reading and writing. This pattern is also evident in the LAB-R and NYSESLAT results. Reading and Writing take longer for students to master than listenign and speaking. Students may score procient in listening and speaking but are in either the intermediate or advance for reading and writing. Based on this data, our school is providing small group instruction to focus on reading and writing skills. We are also incorporating push-in support to work alongside the classroom teacher to support the ELLs. In the 2010 NYSESLAT, six students out of thirteen scored proficient; three students took the NYSESLAT for the first time, three advanced one proficiency level, one dropped one proficiency level and one remained on the same level. There was one student one student who took the ELA (and scored a two) and Math (and scored a three) in the 2011. There is not enough data for the ELA and Math exams to be analyzed. There are no students that took the fourth grade science exam.

4. There are not students taking the content areas in their native language. We do not conduct the ELL Periodic Assessments.

5. We do not have a dual language program at this school.

6. The success of the ELL program is determined by students' progress on classroom assessments and the nubmer of students advancing on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Midtown West

School DBN: 02m212

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dean Ketchum	Principal		12/19/11
	Assistant Principal		1/1/01
Tisa Farley	Parent Coordinator		12/19/11
Candice Narvaez	ESL Teacher		12/19/11
Erika Antin	Parent		12/19/11
Kay Loua	Teacher/Subject Area		12/19/11
Mary Weaver	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Brenda Hall	Guidance Counselor		12/19/11
	Network Leader		1/1/01
Meghan Fay	Other <u>related service pro</u>		12/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **212**

Cluster: _____ Network: **203**

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

Part A: Needs Assessment Findings

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

Home language surveys provide data. We offer translations upon request.

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

Findings were reported through the SLT and during PTA Meetings. At this time we found less than a minimal need and zero request for translations. Our parent coordinator reaches out to each family based on the Home Language Survey and offers translations.

Part B: Strategies and Activities

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

Upon request documents, letters, notifications and report cards are issued in both English and the families home language. Staff translates the documents unless it is outside the scope of the school. The DOE assist when it is a language outside of our ability or we hire a translator. Parents are utilized to translate when it is not directly related to confidential information concerning a child.

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

Oral services our provided when necessary by bi lingual staff. If a language exist outside of the schools scope the DOE is contacted to provide assistance.

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

Home Language Surveys are issued at the start of each school year.
Posters provided by the DOE are posted throughout the school .
Letters in multiple languages are backpacked home to parents.