Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**MIDTOWN WEST SCHOOL**
DBN (*i.e. 01M001*):	**02M212**
Principal:	**RYAN BOURKE**
Principal Email:	**RBOURKE@SCHOOLS.NYC.GOV**
Superintendent:	**BONNIE LABOY**
Network Leader:	**GABRIEL FELDBERG**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ryan Bourke	*Principal or Designee	
Jenny Virgopia	*UFT Chapter Leader or Designee	
Emily Cahnmann	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Iris Schaer	Member/ Parent Lower Grade Rep	
Megan Kelly	Member/Parent Middle Grade Rep	
Aara Menzi	Member/Parent Representative at Large	
Jamie Swiggart	Member/Parent Upper Grade Rep	
Claude-Andree Louissiant	Member/Parent Alternate	
Ted Pollen	Member/ Teacher (Upper Grade Rep)	
Ana Molina	Member/ Teacher (Member at Large)	
Lauren Smithson	Member/ Teacher (Alternative)	
Bryan Andes	Member/ Teacher (Lower Grade Rep)	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed Please place a "X" in the box as requested	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 85% of students in grades K-5 will meet end-of-year grade-level benchmarks in mathematics as evidenced by performance on a variety of measures including end-of-year assessments, *Investigations* end-of-unit assessments, teacher developed assessments, and the NYS math exam.

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.

The mathematics goal above was developed in consultation with staff, parents, and students whereby the contribution of opinions and expertise regarding math learning at Midtown West (MTW) was made available. This needs assessment involved regular and ongoing discussions at grade-level meetings, loop-level meetings, inquiry meetings, professional development sessions, and faculty conferences. The principal's observation process (based on Danielson's Framework for Teaching) was a large contributor to the overall assessment. In addition, teaching staff met one-on-one with the principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents were provided regular opportunity to express their perceived needs of the school (including the desire to increase the level of mathematical learning). The School Leadership Team (SLT) engaged in regular needs-based discussions in an attempt to provide positive direction for the school. Furthermore, the SLT participated in a learning walk in order to identify elements of each CEP as they occur in the classroom. Throughout all of these needs-based practices, increased attention to mathematics has emerged as a common goal. Some of the targets of this goal include the type of mathematical work asked of students, the rigor of this work, as well as the appropriateness of the work. In addition to the increased attention to further align math to the CCLS, attention has also been given to further shift the teaching/learning in regards to the CCLS Standards of Mathematical Practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in each grade will develop mid-year and end-of-year math assessments to identify areas of strength and growth for each student. These assessments will be based on our math curriculum and will result in shifts in instruction.
2. Teachers will look at and analyze math assessments regularly in loop-level meetings. There will be a focus on instructional implications at each meeting in which student work, assessments, anecdotes, etc. are discussed. As a result of this work, instruction and math activities (including small group work, differentiation, etc.) will be modified.
3. A team of staff (including the data specialist and principal) will analyze 2014 NYS test data to identify areas of strength and growth. The results of this analysis will be reported to staff in efforts to focus instructional attention to lagging areas.
4. Electronic report card data will be disaggregated in order to determine student performance in math across grade levels.
5. The CCLS and the Danielson Framework will be used as resources when planning instruction to ensure high levels of engagement and rigor.
6. Student goals will be developed in the content area of math. These goals will be created collaboratively between student, teacher, and parent. Action plans will be developed to ensure that each goal is met and evidence collected to demonstrate having met the goal. Communication and reporting to parents will occur regularly to ensure support at home.
7. New math resources will be used by all grade levels (Contexts for Learning Replacement Units, number strings materials, Marilyn Burns curriculum, Cathy Fosnot's "Young Mathematicians at Work," Habits of Mind in mathematics, CCLS, CC Standards for Mathematical Practice, Task Analysis Guide, etc.).
8. On-site math professional development will be offered to 100% of staff. This PD will be provided by Toni Cameron from Metamorphosis Teaching Learning Communities.

9. The math routine of number strings will continue throughout all classrooms and become incorporated into math pacing calendars.
10. Off-site professional development will be offered to 50% of staff during the 2014/2015 academic year with the understanding that the other 50% of staff will receive this the following year. This PD will be provided by Metamorphosis Teaching and Learning Communities consisting of teacher professional learning communities (PLC) and math institutes. It will also be provided by Math in the City.
11. Academic Intervention Services (AIS) will be provided to students in grades 3-5 by AIS teacher, Miriam Barab.
12. The principal will attend an off-site Principal Learning Community through Metamorphosis with other NYC principals in order discuss strategies/concerns/successes with math six times over the course of the year. As a result of these sessions, practices from other schools can be brought back to MTW; MTW will also have the opportunity to share practices with other schools.
13. An inquiry team will study the effectiveness of math instruction with a particular focus on how the use of regular number string instruction affects student performance in math, including the transferability of reasoning skills to other content areas.
14. Pacing calendars for math in each grade will continue to be developed. This work will involve all classroom teachers. It will require teachers to meet regularly in order to begin memorializing the work in math that occurs across the school year.
15. Habits of mind will be adopted as a part of math teaching and learning. Certain habits of mind (e.g., Persistence, Listen to others, Communicate well, etc.) will be selected at each grade level and aligned vertically to ensure continuity throughout all grades.
16. A common language around mathematics will be developed and worked into the math pacing calendars in order to ensure cohesion with math terminology from one grade level to the next.
17. Teachers will regularly visit each other's classrooms in order to observe practice. Later in the year, these classroom inter-visitations will include opportunities for teachers to provide feedback to each other. The use of video recording each other's practice will serve as a means to begin developing the comparative teaching model of professional development.
18. Math Buddies are established between some upper and lower grade classes.
19. Two planning days for each grade and loop will be dedicated beginning in March 2014.
20. Morning Math will be offered to select students on Wednesday mornings in grades 4 and 5 to support multiplication fact fluency.
21. Twice weekly half classes will give teachers the opportunity to focus efforts in math (and other content areas) with a small group of 14 students (as opposed to 28).
22. Workshops will be offered to parents around the CCLS in math as well as math strategies, big ideas, and models.
23. A 5th grade service corps will offer peer tutoring to 1st grade students.
24. PTA funded math test prep will be offered to all students (2 days a week from 8:00 to 8:45) in grades 3, 4, and 5.
25. The observation process used by the principal will incorporate teacher goals, CCLS, and components of the Danielson Rubric in order to advance teacher practice.

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

- All teaching staff
- Data specialist
- Principal
- On and off-site staff developers (Metamorphosis, Math in the City)
- 5th Grade Students

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

1-4. By June 2015, all students will have completed the mid-year and end-of-year math assessments, end-of-unit assessments, teacher-created assessments, as well as completed work that demonstrates their progress mathematically. The work of staff modifying instruction based on the results of the assessments/work will be ongoing throughout the year. It will involve opportunities for staff to meet and evaluate students' progress on these assessments.

Based on the findings of the item analysis of the NYS math test and the data collected from our electronic report cards, the team will share the information with teachers of grades 3-5 by the end of January 2015. Effectiveness of reinforcing lagging skills will be monitored in each classroom, as well as in one of the inquiry teams.
5. Benchmarks will be used by classroom teachers to determine students' progress throughout the year.
6. Teachers, parents, and students will evaluate progress towards meeting the goals that were established in November 2014 at Family Conferences. Through regular loop level meetings, teachers will continue to discuss students' progress towards the goals. Action plans will be created and monitored to assess progress throughout the year.
7-10. The math PD, resources, strategies, and curriculum will combine throughout the year to assist staff in examining how math is taught and learned in the classrooms. Progress towards this will be evaluated by the principal, teachers-as-learning-partners, inquiry groups, professional learning communities, feedback from parents, as well as observations of student work/discourse.
11. The AIS work offered will be evaluated by principal observations, discussions between the AIS provider and principal throughout the year, the examination of student work to assess progress, discussions between provider and teacher, as well as the use of qualitative/quantitative classroom data.
12. The principal will attend off-site professional development and incorporate leadership practices. He will also integrate some of the learnings from other schools into the professional development provided to staff.
13. The inquiry team pursuing math will conduct several cycles throughout the year resulting in a sharing session in May/June in which findings are made available to staff. These findings will include classroom practices, data, reflections of learning, as well as future inquiry questions that emerged from the process.
14. Task-based goals will be set by staff to decide the amount of pacing calendar work to be completed by the end of June 2015.
15. A vertical "Habits of Mind" chart will be created by teaching staff by June 2014 to ensure cohesion of selected Habits. Included in the early math units for September 2014 will be a Habits of Mind unit.
16. The issue of common language will be discussed at loop level meetings, professional development, and faculty conferences. By using the curriculum map templates, teachers will begin to record language and vocabulary that is pertinent to the grade and content area.
17. Scheduling and school programming will accommodate intervisitations. Teachers will be provided with the time and technology to practice comparative teaching. The expectation is that all teachers will participate in at least 2 sessions of comparative teaching by June 2015.
18. Students in upper grades will support lower grade students by participating in Math Buddies throughout the year.
19. Documents will be finalized and produced at the two planning days in order to provide some material for all teaching staff in time for September 2014.
20. Students will participate in 2 months of math mornings between November and December 2014. Students will attend by invitation and will be assessed to monitor progress in learning multiplication facts.
21. ½ classes will be used to intensify and target instruction in a small group session. The principal will observe the ½ classes to monitor how teachers are using this time.
22. By the end of June 2015, all parents will have had the opportunity to attend workshops in math, reading, writing, social studies, and science.
23. Students in the Peer Tutoring service corps will meet with 1st grade students twice monthly.
24. Test prep will begin in January and continue for 10 weeks (2 times per week).
25. The principal will observe all teaching staff from 4-6 times per year and provide targeted feedback within a few days of the observation. These feedback sessions will result in goals developed between principal and teacher using the Danielson Framework as a reference.

1 Timeline for implementation and completion including start and end dates

Each of the strategies above will begin in the fall of 2014. Efforts to ensure their completion will occur throughout the entire school; in some cases, completion of the strategies will occur before June 2015, in other cases, the work will be ongoing for several years.

2 Describe programmatic details and resources that will be used to support each instructional strategy/activity
• Common Prep Time: Built into each grade and loop's program are weekly common prep periods. Teachers meet weekly during this time as a grade and as a loop. The principal attends every loop meeting to offer guidance, feedback, and support. • Professional Development: Professional development is provided by Metamorphosis Teaching Learning Communities and Math in the City • Monday afternoon Professional Development (80 minutes): PD will be offered each available Monday afternoon from 3:00 to 4:20. • Inquiry teams meet at least once per month during the Thursday morning Professional Period. • Math materials: Mathracks and math literature/curriculum has been purchased to support the implementation of the CC Mathematical Practices. • Individual principal/teacher conversations. • Consistent, meaningful feedback to parents in order to share instructional strategies, mathematical big ideas, and the purpose/use of grade-appropriate mathematical models. • The use of technology within each classroom will further support some of the math strategies. • Schedule has been leveraged to provide each teacher with two ½ class periods each week. • Beginning in January 2015, test prep will be offered to students in 3rd, 4th, and 5th grades. This will be funded by our PTA. • The 5th grade Service Corps will use two of their lunch periods to work with 1st grade students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The parent involvement described below supports the goal of increasing the math presence at Midtown West School by communicating math initiatives, providing fundraising support, and for supporting students and teachers in their attempts to promote student learning. Midtown West School is not a Title I school but we boast an incredible culture of parent involvement. In fact, parent involvement is a cornerstone of our school. Extremely high levels of parent involvement are evidenced by participation rates at family events such as our tri-annual concerts, frequent fundraising events, frequent classroom events, 20-30 fieldtrips per class per year, weekly community meetings, and parent support with school-family communication. Each event that is hosted by Midtown West School draws a large percentage of parents. In addition to the many events in which our parents attend/organize, every parent in kindergarten and 1st grade is invited to spend 10-15 minutes in their child's class each morning. Furthermore, our parents in K-5 drop-off and pick-up their child from the classroom daily. Some of the committees that are hosted by parents include: the Garden Committee, Grant Writing Committee, Library Committee, Healthy School Food Committee, Fundraising Committee, Class Rep Committee, and the Martin Luther King Committee. Future plans will include a Parent Safety Committee as well as a Diversity Committee. Our parent coordinator is heavily involved with coordinating and organizing our parent events. Our Parent Teacher Conference rate is near 100%. For incoming parents/families, the Mentor Program of MTW provides a veteran parent of the school to participate in various events over the summer geared to adults and families that welcome and familiarize the new families with the MTW community. Some of our fundraising events include: Spring Auction, Coffee Cents, Pledge Drive, Dance Party, Homespun, Picture Day, Recycling, Popcorn Sale, Sample Sale, Cabaret Event, Wine Sale, and many more. The fundraising efforts of MTW parents provide sufficient funding for every student to receive all school supplies free of charge – including the materials purchased to support the math goal – as well as funding for field trips, classroom projects, artist and residency programs, and whatever classroom-based needs arise. Parents also provide workshops within the school for each other and for students. Furthermore, several parent math workshops will be offered in order to communicate the mathematical strategies, big ideas, and models that are used in each grade.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
The PTA is supporting this goal by providing funding for some professional development and funding for math materials and professional texts.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, increase by 1-3 percentile points the Median Adjusted Growth Percentile for students who scored in the lowest third in ELA as measured by the NYS ELA exam. Returning students in testing grades identified in the school's lowest third in ELA will make progress above the citywide median. Collectively, they will average an adjusted growth percentile in ELA of at least 59th.

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.
The ELA goal above was developed in consultation with staff, parents, and students whereby the contribution of opinions and expertise regarding literacy learning at Midtown West (MTW) was made available. This needs assessment involved regular and ongoing discussions at grade-level meetings, loop-level meetings, inquiry meetings, professional development sessions, and faculty conferences. The principal's observation process (based on Danielson's Framework for Teaching) was a large contributor to the overall assessment. In addition, teaching staff met one-on-one with the principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents were provided regular opportunity to express their perceived needs of the school (including the desire to increase the level of mathematical learning). The School Leadership Team (SLT) engaged in regular needs-based discussions in an attempt to provide positive direction for the school. Furthermore, the SLT participated in a learning walk in order to identify elements of each CEP as they occur in the classroom. Throughout all of these needs-based practices, increased attention to the progress and performance of students in the lowest third in ELA has emerged as a common goal. Some of the targets of this goal include the type of reading and writing work asked of students, the rigor of this work, as well as the appropriateness of the work. In addition, we recognize that increased attention to further align our ELA practices to the CCLS can be made. Based on the results of the 2013/2014 Progress Report, it was apparent that work could be done to help address the progress of a target population of students performing in the lowest third in ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Differentiation within the classroom: Teachers will design instructional activities that address the different learning levels of students. This will occur in reading and writing workshop. Specific attention will be made to students who are struggling in certain areas of literacy. 2. Small group instruction: In both reading and writing workshop, teachers will work with small groups of students in activities such as guided reading, guided writing, small group strategy lessons, etc. 3. Teachers in K-5 will use the Fountas and Pinnell (F&P) Benchmark Assessment System: Beginning in September 2013, teachers in grades K-2 began using this assessment system as a means to measure and monitor students' progress in reading. This system is comprehensive and includes all discreet literacy components that had previously been assessed in ECLAS II. 4. By June 2015, all teachers K-5 will assess students using the F&P Benchmark Assessment System. Reading levels elicited from this measure will be reported throughout the year in STARS. In addition, reading levels will be reported to parents using our recently created MTW Report Cards (electronic). 5. Professional Development in the areas of reading and writing: As requested by staff, all staff members will receive professional development in reading and writing. This professional development will be provided by two staff developers from the Teachers College Reading and Writing Project. 6. In class use of Guided Reading and/or Leveled Literacy Intervention (LLI) with small groups of students: as a support to students who need additional practice in reading, teachers will use an F&P guided reading system to target areas of growth in reading and comprehension.

7. Implementation of *Units of Study in Opinion, Information, and Narrative Writing*: To supplement current curriculum – and to support the full integration of the Common Core Standards – teachers in each grade will be provided with these units of studies.
8. Fountas and Pinnell Word Study: F&P word study units were purchased to support targeted groups of students in phonics. These materials are being used by classroom teachers to support word work.
9. By means of professional development, teacher meetings, and principal feedback, the Danielson Rubric will be used to deepen the level of ELA instruction.
10. On-Demand writing: Each grade will collect and analyze on-demand writing samples at least three times each year.
11. Power Lunch (Everybody Wins, NY): currently, over 85 students participate in this lunch-time reading program in which students read one-on-one
12. Reading Buddies: Students in upper grades will support lower grade students by participating in Reading Buddies
13. Classroom intervisitations: Structures will be set up to promote teachers visiting each other's classrooms to observe ELA instruction.
14. Goal setting process for students: Goals will be developed in the content area of ELA. These goals will be created collaboratively between student, teacher, and parent. Action plans will be developed to ensure that each goal is met and evidence collected to demonstrate having met the goal. Communication and reporting to parents will occur regularly to ensure support at home.
15. Use of Benchmarks to inform practice and monitor student growth: Benchmarks developed previously by staff at Midtown West School will be repurposed as an instructional resource instead of strictly a reporting tool.
16. Attention to CCLS in ELA: Continued work on integrating the Common Core standards into the ELA curriculum. To support further integration of the standards, more informational texts will be purchased school-wide.
17. Pacing calendars for ELA in each grade are being developed. This work will involve all classroom teachers. It will require teachers to meet regularly in order to begin memorializing the work in math that occurs from September to June.
18. Two planning days for each grade and loop will be dedicated beginning in March 2014. These planning days will be used primarily to plan for the following year. Teachers will use the pacing calendar templates to continue memorializing units of study, interdisciplinary curriculum, assessments, activities, field trips, etc.
19. A professional Learning Center has been created: This center houses instructional materials to support literacy instruction (e.g., Guided Reading Library). It will also be a place for teachers to work with small groups of students. When not used by students, this room will serve as a place for professional development.
20. Twice weekly, every teacher will have the opportunity to work with half of their class in order to target specific skills and strategies.
21. Reading Level Correlation Chart to norm the reporting of grades to parents based on student reading levels.
22. The observation process used by the principal will incorporate teacher goals, CCLS, and components of the Danielson Rubric in order to advance teacher practice.
23. The MTW 5th grade Service Corps includes a Peer Tutoring team. This team will meet one on one with First Grade students in order to help with reading and writing.
24. The creation of the MTW Parent/Student Writing Lab: This lab occurs twice a month and involves parents and students. Parents and staff who are writers facilitate the lab.
25. Teacher facilitated Parent workshops will serve as opportunities for us to communicate our practices of teaching reading and writing.
26. Test prep will begin in January and continue for 10 weeks (2 times per week).

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

- All teaching staff
- Data specialist
- Principal

- On and off-site staff developers (Teachers College)
- 5th grade students

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

1-2, 6. Evidence of differentiation will be present in planning for instruction, delivery of instruction, and student work and assessment. This will be an ongoing goal that will ultimately be worked into the pacing calendar documents.
3-4. By June 2015, all classroom teachers will use the F&P assessment system. The independent reading level data collected from these running record assessments will be used to evaluate students' reading progress.
5, 9. By June 2015, ELA professional development will have been provided for all teachers. By means of teacher planning meetings, intervisitations, and principal feedback, the key learnings from this PD will be observed in classroom practices.
7. The *Units of Study in Opinion, Information, and Narrative Writing* has been purchased and distributed to teachers on each grade. Teachers will incorporated these common core aligned units into their writing workshops throughout the remainder of the school year.
8. The F&P Work study will become a common phonics program for teachers in Kindergarten through 2nd grade.
10. On demand writing assessments will be analyzed by teachers in common meeting times. Based on observations of these writing samples, instructional implications will be discussed and put into practice.
11. Frequent conversations between the principal and the personnel organizing Power Lunch will ensure its effectiveness.
12. Teachers who coordinate Math Buddies will evaluate its effectiveness throughout the year.
13. The effectiveness of classroom intervisitations will be assessed mostly during teacher meetings. These meetings will serve as a place for teachers to discuss what they are learning from observing each other's practices as well as discussing next steps.
14. Through teacher-student interactions, as well as teacher-parent discussions, each student's progress toward achieving his/her goal will be monitored and assessed throughout the year. The goal will include an action plan and evidence toward the completion of the goal.
15-16. Benchmarks and CCLS will be included in the lesson/unit planning of all teaching staff. In addition to evidence of these in the classroom, there will be evidence also in the pacing calendars.
17-18. By June 2014, each grade will have completed a rough outline of each unit in reading, writing, and social studies.
19. By February 2014, the professional learning center will have been completed and ready for student and teacher use.
20. ½ classes will be used to intensify and target instruction in a small group session. The principal will observe the ½ classes to monitor how teachers are using this time.
21. The reading correlation chart was distributed to all staff beginning in October 2013. It is used at each reporting period to assign numeric grades to students according to their F&P reading level.
22. The principal will observe all teaching staff from 4-6 times per year and provide targeted feedback within a few days of the observation. These feedback sessions will result in goals developed between principal and teacher using the Danielson Framework as a reference.
23. Students in the Peer Tutoring service corps will meet with 1st grade students twice monthly.
24. The Writing Lab will meet 2 times per month. It's effectiveness will be measured by teachers, the principal, and an inquiry team.
25. All parents will have the opportunity to attend parent workshops in reading and writing. These will be offered by teachers.
26. Test prep will occur over 10 weeks for two sessions per week. It is being funded by our PTA.

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

- Each of the strategies above will begin in the fall of 2014. Efforts to ensure their completion will occur throughout the entire school; in some cases, completion of the strategies will occur before June 2015, in other cases, the work will be ongoing for several years.

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

- In addition to classroom instruction, professional development, and teacher planning time, some teachers dedicate 40 minutes on Monday, Wednesday, and Friday for small group work with students. These students are identified by their teacher as needing more instruction.
- Common Prep Time: Built into each grade and loop's program are weekly common prep periods. Teachers meet weekly during this time as a grade and as a loop. The principal attends every loop meeting to offer guidance, feedback, and support.
- Professional Development: Professional development will be provided to support ELA instruction.
- Thursday morning Professional Development: professional development is offered three Thursday mornings a month from 8:00 to 8:40.
- Inquiry teams meet at least once per month during the common prep time.
- Individual principal/teacher conversations.
- Consistent, meaningful feedback to parents in order to share instructional strategies, student progress, and student goals.
- The use of technology within each classroom will further support some of the strategies.
- The 5th grade Service Corps will use two of their lunch periods to work with 1st grade students.

Strategies to Increase Parental Involvement

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

The parent involvement described below supports the goal of increasing the Median Adjusted Growth Percentile of students who scored in the lowest third in ELA. Midtown West School is not a Title I school but we boast an incredible culture of parent involvement. In fact, parent involvement is a cornerstone of our school. Extremely high levels of parent involvement are evidenced by participation rates at family events such as our tri-annual concerts, frequent fundraising events, frequent classroom events, 20-30 fieldtrips per class per year, weekly community meetings, and parent support with school-family communication. Each event that is hosted by Midtown West School draws a large percentage of parents. In addition to the many events in which our parents attend/organize, every parent in kindergarten and 1st grade is invited to spend 10-15 minutes in their child's class each morning. Furthermore, our parents in K-5 drop-off and pick-up their child from the classroom daily. Some of the committees that are hosted by parents include: the Garden Committee, Grant Writing Committee, Library Committee, Healthy School Food Committee, Fundraising Committee, Class Rep Committee, and the Martin Luther King Committee. Future plans will include a Parent Safety Committee as well as a Diversity Committee. Our parent coordinator is heavily involved with coordinating and organizing our parent events. Our parent teacher conference rate is near 100%. For incoming parents/families, the Mentor Program of MTW provides a veteran parent of the school to participate in various events over the summer geared to adults and families that welcome and familiarize the new families with the MTW community. Some of our fundraising events include: Spring Auction, Coffee Cents, Pledge Drive, Dance Party, Homespun, Picture Day, Recycling, Popcorn Sale, Sample Sale, Cabaret Event, Wine Sale, and many more. The fundraising efforts of MTW parents provide sufficient funding for every student to receive all school supplies free of charge as well as funding for field trips, classroom projects, artist and residency programs, and whatever classroom-based needs arise. Parents also provide workshops within the school for each other and for students.

Budget and Resource Alignment

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

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Materials have been ordered to support this goal using NYSTL funds.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 100% of classroom teachers will have participated in 2-3 cycles of team-based action-research that result in findings (e.g., strategies, understandings, activities, etc.) disseminated to the teaching staff as a whole. These teams will meet as inquiry teams at least once per month during common prep times, as measured by agendas, minutes, and sign-in sheets from team meetings and documents disseminated to the teaching staff.

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.
The desire to pursue a goal of action-research as a means to accelerate student learning emerged mainly through loop-level meetings. The following needs assessment also supported the development of this goal: regular and ongoing discussions at grade-level meetings, loop-level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff has met one-on-one with the principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The School Leadership Team (SLT) engaged in regular needs-based discussions in an attempt to provide positive direction for the school. Furthermore, the SLT participated in a learning walk in order to identify elements of each CEP as they occur in the classroom (including evidence of inquiry questions and teacher action research). Based on the conversations with staff, as well as participation in loop level meetings, it was made apparent that teacher inquiry is a practice that is happening informally at Midtown West School. Building on the inquiry practices as they occur organically in classrooms and in meetings, it was decided that one loop level meeting per month would be formally dedicated to Teacher Action Research. The identified needs range from phonics instruction (K/1) to math instruction (2/3) to attention to the social/emotional well-being of students (4/5).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
4- Strategies/activities that encompass the needs of identified subgroups
1. Inquiry groups will meet formally at least once per month during the Thursday morning Professional Periods. 2. Each group will craft a research question to support their inquiry over the course of the year. 3. Each group will engage in some form of research design to guide the research process. 4. Coordination of data collection and analysis will be decided on by each team. Schedules for when teachers will observe each other will be provided to the principal. 5. Inquiry team members will use a variety of data sources (student discourse, student work, student assessment, interview data, intervisitation data, etc.) to support the inquiry and allow triangulation of different data points. 6. The findings of the inquiry teams will be shared to other staff members in the school in the spring of 2015. 7. Qualitative and quantitative data will be used. 8. The use of technology (e.g., iPads) will support data collection and analysis. 9. Since the inquiry teams include a diverse membership (e.g., cross grades, specialty teachers, related service providers, etc.), they have the potential to include multiple perspectives.
5- Key personnel and other resources used to implement each strategy/activity
• All teaching staff • Data specialist • Principal

- On and off-site staff developers

6- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2015, each inquiry team will have completed 2 to 3 cycles of teacher action research related to addressing their specific research question. Throughout the course of the inquiry, the "actionable" part of the research will positively impact the student populations targeted. By the end of the research, opportunities will be provided for each inquiry team to share their findings with the school at large.
2. The research question will be crafted early on in the project. Although this question may evolve, it will serve as a guide for each team as they reflect and act on their findings. Its effectiveness will be monitored by the team as a natural part of the research process.
3. The research design will occur early on in November or December. This design will provide the framework for each project as it proceeds throughout the year.
4. Teams will coordinate who will collect data and when he/she will collect it. By utilizing each other as additional lenses, we are reducing the amount of bias.
5. At the regularly scheduled meetings, teachers will decide on the type of data to collect for each cycle and how/when the data will be analyzed. For example, the 2/3 inquiry team will collect anecdotal data until mid-January. At this point, they will analyze and discuss "how the use of number strings" affects mathematical discourse and work.
6. During scheduled PD times in May and/or June, inquiry teams will share findings with other staff members.
7. Inquiry teams will regularly collect and analyze all types of data. They will ensure that there is a balance between data types AND that all data is pertinent to their research question.
8. Inquiry team members will have the opportunity during meetings to share how they have used technology to assist the work.
9. The heterogeneous nature of the inquiry teams was due to teachers being able to select a team based on their interest.

7- Timeline for implementation and completion including start and end dates

Each of the strategies above will begin in the fall of 2014. Efforts to ensure their completion will occur throughout the entire school; in some cases, completion of the strategies will occur before June 2015, in other cases, the work will be ongoing for several years.

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

- Common Prep Time: Built into each grade and loop's program are weekly common prep periods. Teachers meet weekly during this time as a grade and as a loop. The principal attends every loop meeting to offer guidance, feedback, and support.
- Professional Development: Professional development will be provided as necessary to support the inquiry model, inquiry design, etc.
- Thursday morning Professional Periods will be used to host the inquiry teams. Because all staff is available during these times, the inquiry teams are able to include members from different grades and specialty subjects.

Strategies to Increase Parental Involvement

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

The parent involvement described below supports the efforts of the teachers at Midtown West School in pursuing the model of Teacher Action Research. Midtown West School is not a Title I school but we boast an incredible culture of parent involvement. In fact, parent involvement is a cornerstone of our school. Extremely high levels of parent involvement are evidenced by participation rates at family events such as our tri-annual concerts, frequent fundraising events, frequent classroom events, 20-30 fieldtrips per class per year, weekly community meetings, and parent support with school-family communication. Each event that is hosted by Midtown West School draws a large percentage of parents. In addition to the many events in which our parents attend/organize, every parent in kindergarten and 1st grade is invited to spend 10-15 minutes in their child's class each morning. Furthermore, our parents in

K-5 drop-off and pick-up their child from the classroom daily. Some of the committees that are hosted by parents include: the Garden Committee, Grant Writing Committee, Library Committee, Healthy School Food Committee, Fundraising Committee, Class Rep Committee, and the Martin Luther King Committee. Future plans will include a Parent Safety Committee as well as a Diversity Committee. Our parent coordinator is heavily involved with coordinating and organizing our parent events. Our parent teacher conference rate is near 100%. For incoming parents/families, the Mentor Program of MTW provides a veteran parent of the school to participate in various events over the summer geared to adults and families that welcome and familiarize the new families with the MTW community. Some of our fundraising events include: Spring Auction, Coffee Cents, Pledge Drive, Dance Party, Homespun, Picture Day, Recycling, Popcorn Sale, Sample Sale, Cabaret Event, Wine Sale, and many more. The fundraising efforts of MTW parents provide sufficient funding for every student to receive all school supplies free of charge as well as funding for field trips, classroom projects, artist and residency programs, and whatever classroom-based needs arise. Parents also provide workshops within the school for each other and for students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 100% of teachers will engage in professional development, inquiry, and discussions in order to develop practices that support the social emotional development of all students. Teachers will identify challenges and collaboratively explore strategies and interventions as described in resources such as *Lost at School*, *Tribes*, *Resolving Conflict Creatively*, and *The Responsive Classroom*.

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.
The following describes some practices of needs assessment that led to the development of the "social/emotional" goal described above. Needs assessment – as practiced by staff at Midtown West School – includes regular and ongoing discussions at grade-level meetings, loop-level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff has met one-on-one with the principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The School Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress. Based on the conversations between the principal and staff members regarding concerns involving students having behavioral difficulties, it was decided that the staff at Midtown West School could better approach and handle the issue of student behavior. The insight and approach offered by Greene's book, "Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them" has been met with success in many other school settings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
10. Strategies/activities that encompass the needs of identified subgroups
1. Staff will be equipped with skills and strategies required to address challenging behaviors by means of regular PD provided by an off-site expert on social emotional development. 2. Staff will approach student behavioral challenges from the perspective of "kids will do well if they can." 3. Ross Greene's book "Lost at School" was provided to staff and will be used as a resource. 4. Ongoing conversations occur around social emotional learning during grade and loop meetings. 5. A school counselor was hired to work with students (mandated and at-risk) 6. A MTW photography club was created to allow students a therapeutic experience using a camera as a lens into issues 7. For the first time, MTW has developed a 4th and 5th grade peer mediator program (to support younger students in resolving conflict during lunch recess) 8. A MTW service corps was developed for all 5th grade students 9. Our Academic Intervention Team meets bimonthly to discuss student concerns (according to the RTI process).
11. Key personnel and other resources used to implement each strategy/activity
• All teaching staff • Data specialist • Principal • Guidance Counselor • On and off-site staff developers
12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Over the course of the following months, professional development will be provided for staff. The PD will be provided by the principal, the guidance

counselor, and an off-site expert in student behavior. The expectation is that by June of 2015, staff will have more knowledge about behavioral challenges, as evidenced in their conversations/interactions with kids, their behavior plans, and the strategies used in class. Targets will include staff having been involved in at least 4 PD sessions in which strategies/anecdotes are discussed and evaluated.

2. The lagging skills checklist will be used as an assessment of the behavior when issues occur throughout the academic year. Staff will address behavior issues with the understanding that all behavior has an unsolved problem or lagging skill behind it as a root cause. The impact of our work around behavior will be evidenced in the effectiveness of strategies implemented to address behavior issues. Targets will include measurable improvement in the behavior of students.
3. By the end of the year, all staff will have read and discussed "Lost at School."
4. As evidenced by meeting notes, teacher will discuss individual students during the regularly scheduled loop and grade meetings.
5. As evidence by the school counselor's schedule, social emotional issues are dealt with in a variety of creative ways. In addition, the school counselor provides professional development for staff several times throughout the year.
6. The photography club will meet twice weekly beginning in November 2014.
7. The peer mediators attended a training day in November. Beginning in December 2014, the mediators will mediate conflict during kindergarten and first grade recess at least two times per week. As a result of the mediators' presence during lunch recess, the frequency of conflicts will be reduced.
8. The Service Corps will provide opportunity for 5th grade students to be purposely involved in the community.
9. Our Academic Intervention Team meets bimonthly to discuss student concerns (according to the RTI process).

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

Each of the strategies above will begin in the fall of 2014. Efforts to ensure their completion will occur throughout the entire school; in some cases, completion of the strategies will occur before June 2015, in other cases, the work will be ongoing for several years.

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

1. Several PD sessions have been offered to staff during the Monday morning 80 minutes session. During this time, staff has had the opportunity to study the lagging skills presented in "Lost at School." In addition, future 80 minutes sessions will allow staff to meet with case managers to continue to develop and assess strategies to support students.
2. Common Prep Time: Built into each grade and loop's program are weekly common prep periods. Teachers meet weekly during this time as a grade and as a loop. The principal attends every loop meeting to offer guidance, feedback, and support.
3. Inquiry teams meet at least once per month during the Thursday morning Professional Periods.
4. Individual principal/teacher conversations.

Strategies to Increase Parental Involvement

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

Midtown West School is not a Title I school but we boast an incredible culture of parent involvement. In fact, parent involvement is a cornerstone of our school. Extremely high levels of parent involvement are evidenced by participation rates at family events such as our tri-annual concerts, frequent fundraising events, frequent classroom events, 20-30 fieldtrips per class per year, weekly community meetings, and parent support with school-family communication. Each event that is hosted by Midtown West School draws a large percentage of parents. In addition to the many events in which our parents attend/organize, every parent in kindergarten and 1st grade is invited to spend 10-15 minutes in their child's class each morning. Furthermore, our parents in K-5 drop-off and pick-up their child from the classroom daily. Some of the committees that are hosted by parents include: the Garden Committee, Grant Writing Committee, Library Committee, Healthy School Food Committee, Fundraising Committee, Class Rep Committee, and the Martin Luther King Committee. Future plans will include a Parent Safety Committee as well as a Diversity Committee. Our parent coordinator is heavily involved with coordinating and organizing our parent events. Our parent teacher conference rate is near 100%. For incoming parents/families, the Mentor Program of MTW provides a veteran parent of the school to participate in various events over the summer geared to adults and families that welcome and familiarize the

new families with the MTW community. Some of our fundraising events include: Spring Auction, Coffee Cents, Pledge Drive, Dance Party, Homespun, Picture Day, Recycling, Popcorn Sale, Sample Sale, Cabaret Event, Wine Sale, and many more. The fundraising efforts of MTW parents provide sufficient funding for every student to receive all school supplies free of charge as well as funding for field trips, classroom projects, artist and residency programs, and whatever classroom-based needs arise. Parents also provide workshops within the school for each other and for students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NYSTL funds were used to support the purchase of the books.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Over the course of the 2014/2015 academic year, 100% of staff at Midtown West School will integrate STEM (Science, Technology, Engineering, and Math) into their daily instructional practices as evidenced by the use of such practices in lessons, student activities, and assessment and planning. As measured by the use of agendas and sign-in sheets for professional development, classroom observations as documented in Advance, the increased implementation of STEM practices will result in an increase in student learning.

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.
The following needs assessment – as practiced by staff at Midtown West School – assisted with the development of the technology goal stated above. This assessment includes regular and ongoing discussions at grade-level meetings, loop-level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff has met one-on-one with the principal to reflect on strengths and areas of growth. Furthermore, regular needs assessments are conducted between the principal and each staff member during feedback sessions and one-on-one meetings in which student performance data is analyzed and discussed in order to modify instructional practices. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The School Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress. During the previous school year, substantial money was raised by PTA fundraising efforts to support the integration of technology in the classroom. Smartboards were purchased for each classroom. In addition to smartboards, teachers have document cameras and iPads. The continued need – as identified by some staff members – is the most appropriate use of technology to support learning. In an age where electronic devices are ubiquitous, teachers do not want to overwhelm students with even more "screen-time;" we at MTW would like students to possess the skills to use technology to their advantage, not to be consumed/controlled by it.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Professional development is provided to support technology (smartboards, iPads, computers, etc.). This PD will be provided by staff members and off site professionals. 2. Network support: Our library/media teacher attended a network PD on the integration of technology. She will share results with staff. 3. Monies are allocated to support the purchase of technology 4. Teachers share instructional strategies regarding the use of technology 5. Google Chromebooks will be purchased for each class in grades 3-5 (4-6 Chromebooks per class) 6. Midtown West School has been set up with a Google Apps for Education Account to facilitate sharing documents, online collaboration, etc. 7. Principal will attend a Network 203 professional development series on engineering in schools 8. Google Drive is used by all staff to share information, communicate, and develop collaborative documents 9. Field trips will be used to support STEM learning (last year, the 2nd grade did a bridge study with the support of a science staff developer)
2. Key personnel and other resources used to implement each strategy/activity
• All teaching staff • Data specialist

- Principal
- On and off-site staff developers

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

1. Teachers will be provided with several opportunities over the course of the 2013/2014 school-year to attend PD.
2. Anyone who attends off-campus PD on technology will be encouraged to turnkey learnings to any staff member who is interested.
3. iPads will be used instructionally and for assessment purposes. Any apps purchased will become a part of the instructional practice of the teacher.
4. Teacher meetings will include opportunities for teachers to share how they have used technology in instruction, assessment, and planning.
5. Students will directly interact with technology through the Chromebooks provided to them
6. Teachers will begin to use this cloud service as a means to collaborate and share documents.

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

- Each of the strategies above will begin in the fall of 2013. Efforts to ensure their completion will occur throughout the entire school; in some cases, completion of the strategies will occur before June 2014, in other cases, the work will be ongoing for several years.

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

1. Common Prep Time: Built into each grade and loop's program are weekly common prep periods. Teachers meet weekly during this time as a grade and as a loop. The principal attends every loop meeting to offer guidance, feedback, and support.
2. Professional Development: Professional development will be provided as necessary
3. Thursday morning Professional Development: professional development is offered three Thursday mornings a month from 8:00 to 8:40.
4. Inquiry teams meet at least once per month during the common prep time.

Strategies to Increase Parental Involvement

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

The following description of the parent involvement at Midtown West School details some ways in which parental support will contribute towards the fulfillment of the technology goal. Midtown West School is not a Title I school but we boast an incredible culture of parent involvement. In fact, parent involvement is a cornerstone of our school. Extremely high levels of parent involvement are evidenced by participation rates at family events such as our tri-annual concerts, frequent fundraising events, frequent classroom events, 20-30 fieldtrips per class per year, weekly community meetings, and parent support with school-family communication. Each event that is hosted by Midtown West School draws a large percentage of parents. In addition to the many events in which our parents attend/organize, every parent in kindergarten and 1st grade is invited to spend 10-15 minutes in their child's class each morning. Furthermore, our parents in K-5 drop-off and pick-up their child from the classroom daily. Some of the committees that are hosted by parents include: the Garden Committee, Grant Writing Committee, Library Committee, Healthy School Food Committee, Fundraising Committee, Class Rep Committee, and the Martin Luther King Committee. Future plans will include a Parent Safety Committee as well as a Diversity Committee. Our parent coordinator is heavily involved with coordinating and organizing our parent events. Our parent teacher conference rate is near 100%. For incoming parents/families, the Mentor Program of MTW provides a veteran parent of the school to participate in various events over the summer geared to adults and families that welcome and familiarize the new families with the MTW community. Some of our fundraising events include: Spring Auction, Coffee Cents, Pledge Drive, Dance Party, Homespun, Picture Day, Recycling, Popcorn Sale, Sample Sale, Cabaret Event, Wine Sale, and many more. The fundraising efforts of MTW parents provide sufficient funding for every student to receive all school supplies free of charge as well as funding for field trips, classroom projects, artist and residency programs, and whatever classroom-based needs arise. Parents also provide workshops within the school for each other and for students.

Budget and Resource Alignment

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

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

The PTA is supporting the use of technology by providing some funding to purchase 4-6 Chromebooks for each class grades 3-5.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	1. Early morning sessions (Monday, Wednesday, & Friday) 2. Dedicated Academic Intervention Service (AIS) provider 5 days a week (LLI pull-out services) 3. Guided Reading/Small group work 4. Word Study 5. Individualized instruction 6. Power Lunch	• Small group and one-to-one	1. This service is provided before official school hours (8:00-8:40) 2. This service is provided during school hours 3-5. During the day in reading/writing workshop 6. During the three lunch periods
Mathematics	1. Early morning sessions (Monday, Wednesday, & Friday) 2. Dedicated Academic Intervention Service (AIS) provider 5 days a week (push-in services) 3. Differentiation of curriculum to include individualized/small-group instruction 4. Guided Number Strings 5. "Doing math" tasks/activities that promote multiple entry points 6. Multiplication Club	• Small group and one-to-one	1. This service is provided before official school hours (8:00-8:40) 2. This service is provided during school hours 3-5. During the day in math workshop and during mental math times. 6. The multiplication club occurs Wednesdays at 8:00am
Science	Use of modified curriculum to provide differentiated activities and instruction.	• Small group and one-to-one	During the day. For grades 3-5, during the day in the science lab 2 times per week.
Social Studies	Use of modified curriculum to provide differentiated activities and instruction.	• Small group and one-to-one	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Counseling sessions that include discussions and activities that address behaviors and emotional needs. Sessions also include practice and rehearsal of desired behaviors. Role-plays are a frequent strategy used. • Social Skills Groups, Photography club, Peer Mediators • Behavior Intervention Strategies • Functional Behavior Assessments	• Students are seen in small groups and one-to-one sessions.	These services are provided during the school day.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

10. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**x**	**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 2	Borough Manhattan	School Number 212
School Name Midtown West		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Ryan Bourke	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Ana Molina	Guidance Counselor Brenda Hall
Teacher/Subject Area Pete Hawkins/Self-contained	Parent Lisa Wong
Teacher/Subject Area Ted Pollen/4th Grade Teacher	Parent Coordinator Tisa Farley
Related Service Provider Jamie Jeuda/Speech	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	0	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	343	Total number of ELLs	9	ELLs as share of total student population (%)	2.62%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	**Newcomers (ELLs receiving service 0-3 years)**	5	**ELL Students with Disabilities**	4
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0		2	0		0			9

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	7	0	0	2	0	0	0	0	0	9
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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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 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									4
Chinese					1									1
Russian			2											2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	0	1	4	1	2	1	0	0	0	0	0	0	0	9

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1											1
Intermediate(I)		1	2	1		1								5
Advanced (A)			1		2									3
Total	0	1	4	1	2	1	0	0	0	0	0	0	0	9

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3			1						1
4					1				1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Assessments such as Fountas and Pinnell running records 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 acquired more rapidly 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 listening and speaking.

Students may score proficient in listening and speaking but are in either the intermediate or advance levels 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 ELL students.

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

In the 2013 NYSESLAT, Two students took the NYSESLAT for the first time, five students advanced one proficiency level, and two remained on the same proficiency level. There were two students who took the ELA (both scored a one) and Math state tests (one scored a three and one scored a two) in 2013. There is not enough data for the ELA and Math exams to be analyzed. In 2013, one student took the fourth grade science exam and scored a four.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

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

There are no students taking the content areas in their native language. We do not conduct the ELL Periodic Assessments.

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

Our school has an Academic Intervention Team (AIT) that meets weekly to discuss students' academic concerns as presented by classroom teachers. Each student's needs are discussed in Tier 1. A speech pathologist does the language screening to intervene with ELLs who are at risk for reading problems. The school applies the same benchmarks for ELLs and native English speakers to identify students who may be at risk regardless of English language proficiency. Students are grouped by reading ability and provided explicit and systematic instruction as prescribed by FUNDATION for the lower grades and WILSON for the upper grades to help develop their reading skills. Within the mainstream classroom, small group instruction with language support is also provided.

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

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

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

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

At the beginning of the year, parents of all first time admits to the New York City 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 bilingual 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. The LAB-R results are hand-scored to ensure proper placement. 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.

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.
   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. They are parents of eligible students based on the hand score of the LAB-R. The Principal, Bilingual teacher 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 20 or more students in two continuous 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   To ensure that Entitlement letters are distributed to parents, the school secretary, parent coordinator and classroom teachers collaborate. The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of program. Copies of all letters issued are maintained on file at the school along with completed items such as Parent Surveys and Program Selection forms.
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.
   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. Based on the Parent Survey and Program Selection forms, students are placed in the appropriate program. If our school does not have sufficient number of students of the same home language and on the same grade or two contiguous grades, and the parent adamently wants either a bilingual or dual language program, the infromation will be sent to ELLProgramtransfers@schools.nyc.gov.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   All 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. For returning ELL's we use the results of the NYSESLAT to determine their continued eligibility.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
   For the past few years the trend of program selection made by parents of Midtown West has been free the standing ESL program only. Programs offered at the school are aligned with parent requests. The school checks the Parent Survey and Program Selection forms to ensure that we are in compliance with all mandates and requirements. Numbers are based on our 2012-2013 academic year. Of the two newly enrolled students, ESL was the program of choice; therefore, the program offered at our school is aligned with the parent requests. In kindergarten, one student speaks Spanish; in 1st grade, one student speaks Russian.

Part V: ELL Programming

A. Programming and Scheduling Information

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

1.(a) In an effort to support our English Language Learners we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. The English Language Learners are served in the freestanding ESL pull-out and push-in program. This instructional program is aligned with mandated ESL/ELA content area Common Core State Learning Standards and the core curriculum. Oral and written language development is provided during ESL and English Language Arts instruction. Students are grouped by grade and proficiency levels.

(b) Our school exposes all students to sports, art, and cultural events such as regular visits to Lincoln Center, museums and overnight trips at the end of the school year. Social studies is our school core curriculum which allows all students to travel to various parts of New York City.

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)?

According to CR Part 154, "a freestanding ESL program shall mean a program of instruction composed of two components: a language arts instructional component and a content area instructional component. Such instruction shall take into account the first language and culture of such students." Students scoring at the beginning and Intermediate levels are entitled to 360 minutes of ESL per week and students at the advance level are entitled to 180 minutes of ESL instruction per week. The content area instructional component is delivered in English by mainstream classroom teachers who use ESL methodologies to assist ELL effectively acquire academic content knowledge.

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

The Balanced Literacy/Mathematics Workshop model meet the demands of the Common Core Learning standards and will be utilized to focus on the content areas (read aloud, shared reading, interactive writing, shared writing, word study, independent reading). The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through

the use of multimedia material, graphic organizers, accountable talk/oral discourse, the use of maps and visuals and class presentation, active listening, reading reinforcement activities, discussion starters, role play, and key grammatical structures. These strategies cross all curriculum areas and provide ongoing assessments. All instruction is conducted in English. ELLs are grouped with the native speakers during small group instruction and at this time teachers use culturally relevant material to build on students' linguistic and cultural resources, while teaching language through content and themes. Students are also encouraged to use native language strategically.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   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. Language development will be increased and assessed through the use of vocabulary as integrated into the content areas of literacy, science, mathematics, social studies, music, technology, etc. The use of manipulatives will facilitate concrete experiences to help students create a context for what they are learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The teachers in this school are good language models who are continuously working on oral and academic language development through engagement of accountable talk, activating prior knowledge to help students with content acquisition. The school uses Fountas & Pinnel to assess reading progress. Teachers regularly monitor student progress by grouping and regrouping ELLs and English proficient students to facilitate learning opportunities. Teachers make use of rubrics that integrate ELA and ESL performance standards for writing.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

   (a). 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:
   For students who have been in a US school for three years or less will be provided with Fundation 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   The Common Core State standards for English and Math will have built-in scaffolding for ELLs demonstrating how teachers can provide rigorous, grade-level instruction and techniques as they provide language support to ELLs so that they can have access to the same content as non-ELL students in all academic areas.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   In order to provide the best possible support to the ELLs that receive special Education Services, we increase the application of visual support to help them have a better understanding of the writing process. We also increase application of kinesthetic strategies that support vocabulary development. IEPs of individual student are reviewed to make sure that all instructional recommended strategies are properly implemented during instruction. 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
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   The 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 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.

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

    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 small group pull-out or push-in support.

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

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

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

    There will be no discontinuation of any programs.:

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

    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.

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

    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.

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

    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.

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

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

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

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

18. What language electives are offered to ELLs?

    There are no language electives offered at this school.

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

    There are no language electives offered at this school.

C. Professional Development and Support for School Staff

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

On-going professional development is provided by workshops on PROTRAXX, and The Division for Students with Disabilities and English Language Learners (DSWDELL) as well as DOE Office of ELL.

The ESL teacher provides support to content area teachers. The ESL teacher attends weekly grade meetings and is a member of the SLT.

ESL training is provided for all the staff by attending professional development workshops throughout the year in excess of the required 7.5 hours per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

e:

D. Parental Involvement

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

Parent involvement is crucial to Midtown West. Parents play an important role in school decisions through the School Leadership Team, and Parent- Teachers Association. These organizations are open to all parents, and meet regularly to discuss and support programs that enhance the school environment. ELL parents are encouraged to join and participate in these organizations.

The Midtown West Family Center is an integral part of the school community. Our full time parent coordinator (PC) organizes workshops, seminars, breakfasts, cultural events, and outreach.

Our continuing goals are to involve families as active partners in their children's education and to create an environment where children, parents, guardians, and staff from different racial, cultural, linguistic, and economic backgrounds can work together to achieve and integrated school community where each child is valued. When parents need translation services, the PC can enlist the aid of family and staff to assist.

E. Additional Information

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

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;

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;

☐ 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;

☐ advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind law.

Part VI: LAP Assurances

School Name: Midtown West School			**School DBN:** 02M212
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ryan Bourke	Principal		11/13/13
n/a	Assistant Principal		
Tisa Farley	Parent Coordinator		11/13/13
Ana Molina	ESL Teacher		11/13/13
Lisa Wong	Parent		11/13/13
Ted Pollen/4th grade	Teacher/Subject Area		11/13/13
Pete Hawkins/Selfcontained	Teacher/Subject Area		11/13/13
n/a	Coach		
n/a	Coach		
Brenda Hall	Guidance Counselor		11/13/13
Dan Feigelson	Network Leader		11/13/13
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M212 **School Name:** Midtown West

Cluster: 02 **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.