

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M212

School Name:

P.S. 212 MIDTOWN WEST

Principal:

RYAN BOURKE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Midtown West School School Number (DBN): 02M212
Grades Served: Pre-K to 5th
School Address: Manhattan, NY 10036
Phone Number: 212-247-0208 Fax: 212-757-4933
School Contact Person: Tisa Farley Email Address: TFarley@schools.nyc.gov
Principal: Ryan Bourke
UFT Chapter Leader: Jenny Virgopia
Parents' Association President: Emily Cahnman
SLT Chairperson: Iris Schaer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, Room 713, New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 Seventh Ave. 8th floor, NY, NY, 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ryan Bourke	*Principal or Designee	
Jenny Virgopia	*UFT Chapter Leader or Designee	
Emily Cahnman	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Iris Schaer	Member/ Parent Middle Grade Rep	
Sheila Del Aguila	Member/ Representative at Large	
Aara Menzi	Member/ Parent Lower Grade Rep	
Megan Kelly	Member/ Upper Grade Rep	
Maya Doyle	Member/ Parent Alternate	
Jen Bernardes	Member/ Teacher (Upper Grade Rep)	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ana Molina	Member/ Teacher (Member at Large)	
Lauren Smithson	Member/ Teacher (Alternative)	
Melissa Rivas	Member/ Teacher (Lower Grade Rep)	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Midtown West School prides itself on our rich and engaging social studies core curriculum. This core curriculum compels students to examine the world as researchers, breaking the boundaries of the classroom to include New York City, its suburbs, rural New York, and the World. Learning is not confined to worksheets or textbooks; rather, it includes the diversity and richness of community, culture, history, and society. Students at Midtown West engage in interdisciplinary units of study that blend literacy, mathematics, the arts, STEM (science, technology, engineering & math), and social sciences. For example, kindergarten students at MTW visit the many homes of their classmates, studying the qualities that make a family a family. They collect data through observations, interviews, and participation in unique family-based activities. Over the course of their kindergarten year, students learn extensively about the family unit, preparing themselves to become more active researchers of the next level of community: the Midtown West Community that is Hell's Kitchen. In first grade, students explore the immediate neighborhood through in-depth and thought-provoking curricula that explores restaurants and theatres. It is not uncommon to bump into a chef in our hallways, or to hear music performed by Broadway actors as students themselves prepare to design a restaurant or musical. As students rise through the grades of Midtown West, the social studies core curriculum connects the learning of all content areas in an authentic, real-world context. At the heart of our learning activities is the theme of "Who I am in this world," requiring of students to examine their future role in a diverse and rich society.

Some of the unique characteristics of Midtown West School are listed below. These characteristics work synergistically to create a motivating, student-centered environment in which the individual strengths of all learners are respected.

♣ School-wide looping structure. The grade structure at Midtown West School is composed of three two-year loops in which cohorts of students remain with the same teacher for two consecutive years. Students in kindergarten and first grade comprise the K/1 loop; similarly, the other two loops (2/3 and 4/5) offer other opportunities for students to spend two years with one teacher.

♣ Interdisciplinary curriculum . Midtown West School subscribes to an interdisciplinary learning philosophy through which students appropriate their learning through child-centered, project-based opportunities such as extensive units of study, class museums, and historical re-enactments. These learning experiences blend multiple content areas so as to expose students to an intellectually rich and authentic experience.

♣ Community Meeting . Every Friday morning, the entire school – including parents – meets in the school auditorium to sing, celebrate students, learn about school-based events, and watch students perform. This atmosphere of solidarity is also present at the classroom level where each class meets briefly as a group in the mornings to engage in community building curriculum.

♣ Family inclusion . Midtown West families are invited into the school each day to drop their child(ren) off at the classroom door. School security knows parents by name and actively greets families as they enter. In grades pre-k, k, and 1, families are invited into the classroom to spend a few minutes participating in the morning routines.

♣ Service Projects . Students in 4th and 5th grades at Midtown West are asked to serve in a year-long service project. These service opportunities include Peer Mediators, Penny Harvest, Peer Tutors, Student Action Team, Library Squad, and the Green & Healthy Team. We believe that students can and should be committed to serving the school community, neighborhood, and larger global causes.

♣ The Arts . Midtown West School believes that a critical part of students' education is the Arts. As such, our curriculum includes partnerships with various arts organizations in which an artist-in-residence works with students. We also partner with theatre-based organizations to dramatize major social studies units.

♣ Clubs . All students are able to choose a club in which to participate one period a week. These clubs consist of students from multiple grades and include activities such as gardening, yoga, Math Olympiad, etc.

♣ Collaborations with Bank Street, Teachers College, and Metamorphosis Teaching and Learning Communities . All staff participate in regular and ongoing professional development that occurs in house. This staff development is provided by expert staff developers in reading, writing, social studies and math.

♣ Family Conferences. Family conferences are one of the rich opportunities in which MTW families – including the student – engage in conversations with the teacher three times throughout the year. These conferences are a dialogue between teacher, student, and parent(s) that encourage open communication about the accomplishments of the learner. It is also an opportunity for teachers and students to craft and share goals (with the input and support of the parents) and develop action plans to achieve the goals.

♣ Parent communication/Reporting . In order to enhance our home-school communication (including our academic goals for students), MTW has designed our own report cards. These report cards were a part of a collaborative process in which teacher teams designed a reporting tool that both reflected the work of MTW and included the Common Core Learning Standards. These report cards are closely aligned to the goals and mid-year reflections. In addition to comprehensive reporting of student progress, teachers communicate to parents via weekly newsletters.

The Goals of Midtown West

As per our mission statement, the overarching goal of Midtown West School (MTW) is to foster an environment in which children, parents and staff from diverse backgrounds work together in a nurturing and academically rigorous school community. As a result, we have developed many goals that involve students, teachers, and families. These goals range in nature from the formal goals stated in our CEP to those of various committees to the goals of our teacher inquiry teams. Each goal is aligned to four school-wide priorities that collectively serve to promote our instructional focus of Engaging Students in Learning . These school-wide priorities are as follows: 1) participation in purposeful inquiry, 2) development of curriculum and assessment, 3) culture of professional development, and 4) the crafting of professional goals to drive all instruction. These priorities guide me as the instructional leader to set my own goals for school improvement. These goals include: increased student performance in ELA and Math, development of habits of inquiry within staff, fostering a culture of professional development, increasing practices that engage students in learning, and the development of horizontal and vertical pacing calendars.

Teachers' Goals as Educators:

1. As a part of a collaborative observation process in which teachers participate in examining the Danielson Framework during our feedback sessions, teachers are able to reflect on their own professional goals that were crafted in September. Besides meeting one-on-one with me in September to discuss their goals for the year, I am able to continue this conversation throughout the year using the context of my observations as the basis. Collaboratively, we identify the elements of one or two components that were evidenced in the lesson and design goals to support the teacher's growth to the next level. As an example, one teacher's goal was to "develop the practice of small group reading, including guided and shared reading." After my observation of her reading workshop, the teacher and I were able to craft smaller goals using the Danielson rubric as a guide.

2. By the end of the 2014/2015 school year, all teachers will have had the opportunity to lead one or more professional development sessions and/or parent workshops.

Students' Goals as Learners:

1. In our efforts to support the focus of “engaging students in learning,” we as a staff strive to the following:

1. Incite curiosity in every child;
2. Equip each student with learning tools;
3. Provide opportunities for everyone to explore the richness and diversity of the world;
4. Celebrate the accomplishments of each child in her/his learning journey.

These goals embody what we believe to be at the heart of learning at MTW. Furthermore, they have allowed us to authentically connect the Common Core Learning Standards, as well as the Danielson Framework, to our unique work.

Goals involving parents:

- To attend parent workshops . We believe it is important for parents to know how we educate their children. Parent workshops are one way that allows us to do this. They also support parents in how they can support learning at home as well as inform parents of curriculum and teaching.
- To be involved in committees, parent/student events (e.g., the MTW Writing Lab), or discussions/dialogues with the Principal and staff.
- To be involved in community events . Every week we hold a community meeting (whole school) that involves students and staff. Parents are able to attend. This event invites parents to be a part of the community in a meaningful way
- To be involved in classroom . All parents are invited into the school at arrival and dismissal. Parents are able to come to the classroom (in early grades, into the classroom) to say good bye to their child. This fosters trust between parent and teacher; it also demonstrates to all students how we consider parents to be co-participants in their child's education.

The CEP goals for the 2014/2015 school year:

1. 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 test.
2. 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.
3. 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.
4. 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 .

5. Over the course of the 2014/2015 academic year, staff at Midtown West School will continue to 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.

Why these goals were created:

As a school community, we recognize that all school initiatives are connected – and dependent on – other school initiatives. For example, by prioritizing high quality professional development, work around curriculum and assessments evolved, as did participation in meaningful inquiry and collegial interactions. As time went on, professional conversations reflected the new work, which in turn created a desire for more professional development. All the while, student learning increased: group charts represent the distributive property of multiplication, student book partner conversations involved the development of theories about characters, etc. Now that some teachers are equipped with the understanding to lead their own professional development for colleagues, many of our 80 minutes PD sessions on Mondays have been devoted to staff-led PD. As such, I am distributing leadership and building capacity from within. In the framework developed to communicate our school wide priorities, the interdependency and inter-connectedness of everything is made explicit. I have explained this using the “brick in the wall” analogy to illustrate how every component is somehow connected to each other. When one component is improved, other components improve as well. When it comes to the goals I explain above, I emphasize that they too, are connected to each other. It is this network that makes Midtown West School such an amazing learning environment.

02M212 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	361	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		0.3%	% Attendance Rate	
% Free Lunch		19.8%	% Reduced Lunch	
% Limited English Proficient		2.9%	% Students with Disabilities	
				18.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	
% Hispanic or Latino		21.6%	% Asian or Native Hawaiian/Pacific Islander	
% White		50.4%	% Multi-Racial	
				8.5%
				10.8%
				8.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.07	# of Assistant Principals (2014-15)	
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	
				2.5%
				3.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		70.8%	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		96.3%	Science Performance at levels 3 & 4 (8th Grade)	
				N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	
				N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	
6 Year Graduation Rate		N/A		
				N/A
				N/A
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		
				N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		
				N/A
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Midtown West’s overarching emphasis on the Framework for Teaching’s Engaging Students in Learning helps us to organize an approach to curriculum centered on challenging content and complex thinking. The goal below – based on the Framework for Great Schools – was developed over the course of the 2014/2015 school year in consultation with staff, parents, and students whereby the nature of “rigorous learning” at Midtown West (MTW) was assessed through various means. This needs assessment included but was not limited to 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 of classroom practices. 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. 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 cognitive rigor has emerged as a shared priority for all constituent groups of MTW. Some of the targets of this goal include the complexity of work asked of students, the rigor of this work, as well as the appropriateness of the work in achieving learning goals for individual students. In addition to the increased attention to further align teaching/learning to the CCLS, attention has also been given to documenting and recording cognitively rigorous activities by means of detailed, grade/content specific pacing calendars.

Listed below are some findings based on feedback from our 2014 Quality Review, Principal Practice Observation, visits from consultants/staff developers, and other data sources that detail areas in which Midtown West is working to improve:

- Increase academic rigor . As informed by the 2014/2015 Quality Review and by the 2014/2015 Principal Practice Observation, teachers at Midtown West strive to maximize the level of rigor of all instruction and learning activities.
- Further foster student independence. As informed by the 2014/2015 Quality Review, teachers at Midtown West are working on providing all students with opportunities to appropriate learning across a variety of independent activities.
- Strategically use other adults . As informed by the Principal Practice Observation, Midtown West staff is strategizing ways to ensure the effective and maximal use of all adults present in the classroom (paraprofessionals, student teachers, etc.).
- Participate in As informed by a visit from Chancellor Fariña, Midtown West School is in collaboration with the co-located school, PPAS, in order to involve students from both schools in various shared learning experiences.
- Strategically use instructional time. Midtown West staff are examining how to maximize all instructional time by being aware of the length of minilessons, the use of differentiated learning, the use of small group instruction, and how to maximize students’ “time on task.”

- Carefully craft strategic Through are professional development, staff are working on crafting series of strategic, connected minilessons that work together to support the learning objectives of all units of study.
- Continue to create instructional and curricular cohesion. Midtown West staff have been working for over a year on developing comprehensive curriculum maps that capture the essence of each content area and connect everything to our overarching focus on social studies.
- Engage in school visitations . As per the 2014/2015 Principal Practice Observation, staff at Midtown West will visit various other schools in the city in order to conduct learning walks of other strong, well-developed schools. The focus of these walks will be to learn about literacy instruction in order to continue to develop our literacy practices.
- Engage in rich tasks, not exercises . As a school, we are working on increasing opportunities for students to engage in a 'Problem of the week" math assessments
- Develop school-wide homework policy . As per the findings of one teacher-led inquiry group on homework, teachers at Midtown West will collaboratively craft a K-5 homework policy in order to best support students' home learning experiences.

The strengths/needs of Midtown West School relative to the Framework's element of Rigorous Instruction – and inferred from the above data – are broad in scope. Based on these data, we have identified the following priority needs for the 2015/2016 school year:

- Collaboratively develop curriculum and activities to increase rigor;
- Participate in learning opportunities with other schools;
- Support parents in their role as coparticipants in their child's education.

Part 2 – Annual Goal

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

By June 2016, 100% of students from pre-kindergarten to fifth grade will explore content deeply and wrestle with complicated ideas, resulting in a 25% increase (1-4 rating) on grade-specific rubrics that measure cognitive rigor in mathematics and literacy.

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Development of teacher- and student-facing rubrics across multiple content areas that are designed to measure complicated thinking, problem solving skills, challenging content.</p>	<p>Teaching staff and all students (including sub-groups).</p>	<p>June 2015 to May 2016</p>	<p>Principal Inquiry Team Instructional Cabinet</p>
<p>Curriculum mapping/pacing calendar work in Reading, Writing, Math, and Social Studies</p>	<p>Teaching staff.</p>	<p>September 2015 to June 2016</p>	<p>Principal Teaching Staff</p>
<p>Regular teacher team meetings in which student work is shared and discussed in order to inform instruction.</p>	<p>Teaching staff.</p>	<p>September 2015 to June 2016</p>	<p>Principal Teaching Staff</p>
<p>Development and introduction of student math game binders to be taken home yearly to extend important math learning to the home.</p>	<p>All students from K-2</p>	<p>September 2015 to June 2016</p>	<p>Teaching staff Principal</p>
<p>School/home communication (rubrics, etc.)</p>			
<p>Development of assessments across multiple content areas that measure the CCLS (e.g., beginning-of-year and end-of-year math assessments, on-demand writing, etc.).</p>	<p>Teaching staff and all students (including sub-groups).</p>	<p>September 2015 to April 2016</p>	<p>Principal</p>
<p>Ongoing professional development in Math, Literacy, and Social Studies in which staff engage in lab-site models (pre-planning, co-teaching, debriefing) alongside the staff developer to deepen and enrich the caliber and quality of instruction and learning.</p>	<p>Teaching staff.</p>	<p>September 2015 to June 2016</p>	<p>Principal PD Committee Instructional Cabinet</p>
<p>Continued development of the school-wide instructional practice of number string routines (mental math) that encourage the 8 Common Core Standards of Mathematical Practice.</p>	<p>Teaching staff.</p>	<p>September 2015 to June 2016</p>	<p>Principal</p>

Continued work around the instructional practice of Engaging Students in Learning.	Teaching staff.	September 2015 to June 2016	Principal Instructional Cabinet
Pursuit of the school-wide instructional focus of Rigor and Productive Struggle.	Teaching staff.	September 2015 to June 2016	Principal Instructional Cabinet
The 2015/2016 School Leadership Team will engage in two Learning Walks, in order to offer insight into the practices that occur at Midtown West.	SLT	October 2015 and February 2016	SLT
The 2015/2016 Instructional Cabinet will engage in two “ghost walks” throughout the building in order to observe classroom environments for evidence of rigor.	Cabinet	October 2015 and February 2016	Cabinet
Habits of mind will be adopted as a part of 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.	Teaching staff and all students.	September and October 2015	Teaching Staff
Math problem solving habits of mind			
Continued use of the Teachers College staff developers and curriculum to provide CCLS aligned curriculum to all grades.	Teaching staff.	September 2015 to June 2016	Principal
Formation of an instructional cabinet that will meet bi-weekly to discuss school-wide curriculum and instruction.	Cabinet	September 2015 to June 2016	Principal
The MTW professional development committee will regularly monitor the PD interests of staff in order to continually modify the professional development calendar.	PD Committee	September 2015 to June 2016	Principal
A professional development calendar will be created and posted in a shared space outlining the PD sessions for the 2015/2016 school year.	Cabinet and PD Committee	September 2015 to June 2016	Principal UFT Rep
Parents (including SLT rep) will turnkey TC Family Day workshop to the broader MTW community.	Parents	October 2015	SLT
Family/class activities such math mornings, family read-alouds, etc. will be used by teachers in order to share practices that promote challenging thinking and academic rigor.	Some teaching staff and students	September 2015 to June 2016	Teaching Staff
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.	All teaching staff	September 2015 to June 2016	Principal
Electronic report card data will be disaggregated in order to determine student performance in math across grade levels.	Principal and data specialist	By November 2015	Principal

Student goals will be developed in the content areas of math, reading, writing, and social studies. 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.	All teaching staff, students, and parents	September 2015 to June 2016	Teaching Staff Principal
Academic Intervention Services (AIS) will be provided to students in all grades to two AIS teachers.	Sub-groups of students	September 2015 to June 2016	Principal
AIT			
IXL	3-5		
An inquiry team will study the effectiveness of instructional practices with a particular focus on rigor.	Inquiry Teams	September 2015 to June 2016	Principal
Teachers will regularly visit each others 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 others practice will serve as a means to begin developing the comparative teaching model of professional development.	All teaching staff	September 2015 to June 2016	Principal
The observation process used by the principal will incorporate teacher goals, CCLS, and components of the Danielson Rubric in order to advance teacher practice.	Principal and all teaching staff	September 2015 to June 2016	Principal
Twice-weekly half-classes will give teachers the opportunity to focus efforts in targeted content areas with a small group of 14 students (as opposed to 28).	All classroom teachers and students	September 2015 to June 2016	Principal
Workshops will be offered to parents that address the CCLS in math and literacy.	Some teaching staff and parents	Monthly	Teaching staff Inquiry Team Teaching Staff Cabinet
Teacher led workshops will be offered to parents addressing various content-based topics	All classroom teachers and some parents	Monthly	Principal
Inquiry will be conducted concerning our interdisciplinary social studies core curriculum and how social studies activities (e.g., field trips, etc.) advance cognitive demand and rigor in other content areas.	Teaching cabinet	Monthly	Principal
We will further develop/enhance our student-to-student collaborations (e.g., book buddies, collaborations with PPAS, shared projects, etc.) in order to build cross-grade connections.	Teaching staff Students Administration PPAS personnel	Bi-monthly	Principal

Part 4 – Budget and Resource Alignment

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

HUMAN RESOURCES: Teacher teams, Instructional cabinet, Inquiry teams, SLT, Principal, Staff developers from TC, Metamorphosis, and Bank Street.

INSTRUCTIONAL RESOURCES: Literacy curriculum from Teachers College (including new Reading Units), Staff developer provided material, teacher created units and materials, the use of books and resources from newly created learning center, materials from Bank street and Metamorphosis, Reckenrecks, bead strings, curriculum maps (newly created).

SCHEDULE ADJUSTMENTS: ½ class scheduling (each class receives two ½ classes each week), revised bell schedule to allow for more enrichment to occur during lunch, use of 0 period twice a week during Tuesday and Thursdays, use of 0 period from 1 to 3 times per week funded by PTA.

BUDGET: Funding will be set aside for Teachers College, Metamorphosis, Bank Street, curriculum, books, per session, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, teaching staff under the supervision of the principal will have analyzed 100% of the student- and teacher-facing rubrics in order to inform instructional practices around cognitive rigor in mathematics and literacy.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The goal below – based on the Framework for Great Schools – was developed over the course of the 2014/2015 school year in consultation with staff, parents, and students whereby the nature of a “supportive environment” at Midtown West (MTW) was assessed through various means. This needs assessment included but was not limited to 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 of classroom practices. 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. 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, the Framework’s element of “Supportive Environment” has emerged as a shared priority for all constituent groups of MTW.

Listed below are some findings based on feedback from visits from consultants/staff developers, and other data sources that detail areas in which Midtown West is working to improve:

- ♣ Further develop social/emotional curriculum across the grade levels (as per Quality Review)
- ♣ Forge greater connections between Community Meeting activities and classroom practices (as per Principal Observation Practice)
- ♣ Improve connections between recess time and the physical education curriculum (as per School Wellness Council)
- ♣ Explore potential of School Wellness Council initiatives such as Mighty Milers, Sustainability programs, healthy eating, etc.
- ♣ As per the visit from Chancellor Carmen Fariña, Midtown West is encouraged to utilize opportunities to collaborate with co-located school (PPAS).
- ♣ Further improve school-wide procedure/protocols for class reps to improve communication between class and home.

Part 2 – Annual Goal

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

By June 2016, 100% of students will have participated in enrichment activities to enhance their learning experiences in the classroom as measured by teacher observations/anecdotes that measure students increased interest and involvement in academic classroom-based activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop student to student collaborations with co-located school, PPAS, that will involve student leadership, building-wide service projects, art, music, theatre, and dance.</p>	<p>Students in K-12</p>	<p>October 2015 to June 2016</p>	<p>Principals of both schools</p>
<p>Expand the existing Service Corps to include all of 4th grade</p>	<p>4th and 5th grade</p>	<p>October 2015 to June 2016</p>	<p>Principal Guidance counselor Teaching staff</p>
<p>Expand the Reading/Math buddies program to include all students at Midtown West</p>	<p>All Students Student sub-groups</p>	<p>October 2015 to June 2016</p>	<p>Teaching staff</p>
<p>Further involve parents and staff on the School Wellness Council; include student representatives.</p>	<p>Parents School Staff Students</p>	<p>September 2015 to June 2016</p>	<p>Principal Teaching staff Parents</p>
<p>Provide a therapeutic Photo Club for students in grades K-5.</p>	<p>Sub groups of students</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor</p>
<p>Develop a Community Meeting liaison who will help connect the content of Community Meetings to learning that occurs in classrooms.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teaching staff</p>

Develop a Student Newspaper Team	Upper grade students Some teachers	October 2015 to June 2016	Teaching staff Student Teachers
Continue to expand the number of inclusive PTA Community Events.	Parents PTA Staff	October 2015 to June 2016	Teaching Staff
Provide support for teachers to develop more purposeful classroom Community Meetings.	All Teachers Guidance Counselor	September 2015 to June 2016	Guidance Counselor Principal
Provide monthly guidance to the Peer Mediators.	Guidance Counselor	September 2015 to June 2016	Guidance Counselor
Provide more STEAM (Science, technology, engineering, art, and math) opportunities in the weekly Club sessions.	Teachers	September 2015 to June 2016	Teaching Staff
Expand the pre-adolescent curriculum to include 4 th grade (expand on this).	Guidance Counselor And some Teachers	Spring 2016	Gym Teacher Teaching Staff Principal
Develop a school-wide system to coordinate student, teacher, and parent participation in class museums (classes are invited to one another's museum).	Teachers Students Parents	September 2015 to June 2016	Teaching Staff Cabinet
Consistent, cross grade social emotional curriculum distributed and supported by school counselor.	Guidance Counselor Teachers All Students	September 2015 to June 2016	Guidance Counselor
Bent on Learning Yoga to help center and refocus students.	Outside provider All Students	September 2015 to June 2016	Outside provider
Freestyle Repertory Theatre to develop students' abilities to improvise and use language.	Outside provider All Students	Fall 2015 Spring 2016	Outside provider
Hydroponics lab to enhance all students learning experiences in the science lab.	All teachers All students	September 2015 to June 2016	NY Sunworks Science Teacher Principal

Midtown West Teaching Garden to connect science and health to the garden.	All students All teachers	September 2015 to June 2016	Garden Committee
Midtown West Teaching Kitchen to involve students in garden, science, and health-related activities.	All students All teachers	September 2015 to June 2016	Kitchen Committee
Lunch Dance Cycles to enhance the physical activity that occurs at lunch.	All students	September 2015 to June 2016	Dance teachers
Introduction of a dance program in Pre-K	Pre-K	September 2015 to June 2016	Dance teachers
Increase the number of home visits that occur during the Kindergarten Family Study to include 28 families (rather than 14).	Kindergarten	September 2015 to April 2016	Kindergarten Teachers
Parent workshops that support student learning at home	All teachers	September 2015 to June 2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
HUMAN RESOURCES: Teacher teams, Instructional cabinet, Inquiry teams, SLT, Principal, Outside Providers											
INSTRUCTIONAL RESOURCES: Material from outside providers, expertise from parent volunteers, collaborations with outsider providers, collaborations with other schools, expertise from teachers.											
SCHEDULE ADJUSTMENTS: ½ class scheduling (each class receives two ½ classes each week), revised bell schedule to allow for more enrichment to occur during lunch, use of 0 period twice a week during Tuesday and Thursdays, use of 0 period from 1 to 3 times per week funded by PTA. Kindergarten home visits are made possible by creative scheduling in which two mornings per week are free of enrichment.											
BUDGET: Funding will be set aside for the hydroponics lab; funding has been secured for the teaching kitchen (grant).											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, -- through various meetings such as teacher meetings, staff meetings, PTA meetings, cabinet meetings, etc., -- frequent checks will be made as to the participation of students school-wide in the many enrichment activities offered.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The goal below – based on the Framework for Great Schools – was developed over the course of the 2014/2015 school year in consultation with staff, parents, and students whereby the nature of a “collaborative teachers” at Midtown West (MTW) was assessed through various means. This needs assessment included but was not limited to 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 of classroom practices. 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. 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, the Framework’s element of “Collaborative Teachers” has emerged as a shared priority for all constituent groups of MTW.

Listed below are some findings based on feedback from visits from consultants/staff developers, and other data sources that detail areas in which Midtown West is working to improve:

- ♣ Improve the connection between cluster teachers’ curriculum to the classroom work (as per Principal Practice Observation)
- ♣ Create a more systematic way of providing new teachers with support throughout the year (as per Cabinet)
- ♣ Improve the maintenance of materials from grade to grade (specific to our looping system)
- ♣ Improve the turn-keying of information from PD and workshops with follow-through and consistency (teacher leaders taking initiative to come into classes and offer ongoing support)
- ♣ Initiate grade-band planning to improve instructional cohesion across content area
- ♣ Provide more opportunities to connect different grade loops
- ♣ Increase the use of student work to regularly inform meetings

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in at least four teacher meetings in which student work, curriculum, and assessments from grades preceding/following their loop are analyzed in order to develop an increased understanding of the needs of incoming and outgoing students as measured by newly-developed rubrics (to evaluate student work), revised curriculum maps (to modify and inform instructional practices), and revised assessments (i.e., consistent BOY and EOY math assessments).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>At the beginning of the year, loops will plan out priorities for their meetings over the ten months of the school year to include at least four opportunities to examine student work.</p>	<p>All teachers</p>	<p>September 2015 to May 2016</p>	<p>Principal Loops</p>
<p>Grade-level colleagues will develop a plan by which they meet on shared preps two periods a week to plan and look at student work and assessments.</p>	<p>All teachers</p>	<p>September 2015 to May 2016</p>	<p>Grade level colleagues Principal</p>
<p>An independent reading system will be introduced for teachers in grades 3-5 through which students' reading comprehension can be assessed</p>	<p>All Students</p>	<p>October 2015 - June 2016</p>	<p>Principal All Teachers</p>
<p>IXL will be offered to all students in grades 3-5 as an additional means to collect and analyze student-performance data that is aligned to the Common Core Learning Standards</p>	<p>All Students</p>	<p>October 2015 - June 2016</p>	<p>Principal Data Specialists</p>
<p>A Data Team will be formed in order to oversee aggregate data analysis of the NYS test results.</p>	<p>Data Specialists</p>	<p>October 2015 to June 2016</p>	<p>Principal Data Specialists</p>
<p>Grade band planning will occur at least two times over the course of the year</p>	<p>All teachers</p>	<p>Fall 2015 Spring 2016</p>	<p>Principal</p>
<p>Professional development will be offered to support teachers in understanding the work of other grades.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal</p>

			PD committee Cabinet
The curriculum maps that are being developed will be shared school-wide so all teachers can understand the trajectory of learning from pre-k to fifth grade.	All teachers	September 2015 to June 2016	Principal Cabinet

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
HUMAN RESOURCES: Teacher teams, Instructional cabinet, Inquiry teams, SLT, Principal, Staff developers from TC, Metamorphosis, and Bank Street.											
INSTRUCTIONAL RESOURCES: Literacy curriculum from Teachers College (including new Reading Units), Staff developer provided material, teacher created units and materials, the use of books and resources from newly created learning center, materials from Bank street and Metamorphosis, Reckenrecks, bead strings, curriculum maps (newly created).											
SCHEDULE ADJUSTMENTS: ½ class scheduling (each class receives two ½ classes each week), revised bell schedule to allow for more enrichment to occur during lunch, use of 0 period twice a week during Tuesday and Thursdays, use of 0 period from 1 to 3 times per week funded by PTA, weekly loop meetings, twice weekly grade meetings (common preps)											
BUDGET: Funding will be set aside for Teachers College, Metamorphosis, Bank Street, curriculum, books, per session, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Prior to February 2016, all teachers will meet in teacher teams in order to review the previous half-year's work around assessment and instruction. This work will include a review of student assessments in reading, writing, and math. Based on findings, teacher will be able to determine instructional implications and next steps. At this point, adjustments can be made to rubrics and assessments, as well as strategic decisions made around instruction.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running records On-demand writing Teacher assessments Independent Reading Assessment Staff developer observations Conference notes Push in AIS provider observations NYS test data Beginning of year/end of year assessment data Midtown West Report Card data Student/teacher/parent goal setting process Reading/writing journals Parent input	Conferences Guided reading Shared reading Interactive reading Interactive writing Shared language experiences Small group guided minilessons Student rubrics Leveled Literacy Intervention Differentiation	Small group One to one Whole class	During the school day Before the school day
Mathematics	On-demand assessments Two pen assessments	Small group guided minilessons Differentiation Math Congress	Small group One to one Whole class	During the school day Before the school day

	<p>Teacher developed assessments</p> <p>Staff developer observations</p> <p>Conference notes</p> <p>Push in AIS provider observations</p> <p>NYS test data</p> <p>Beginning of year/end of year assessment data</p> <p>Midtown West Report Card data</p> <p>Student/teacher/parent goal setting process</p> <p>Math Journals</p> <p>Parent input</p> <p>Mathematical landscape observations</p>	<p>Number strings</p> <p>Conferences</p> <p>Math problems of the week</p>		
Science	<p>Teacher assessments</p> <p>Conference notes</p> <p>Push in AIS provider observations</p> <p>NYS test data</p> <p>Midtown West Report Card data</p> <p>Student/teacher/parent goal setting process</p>	<p>FOSS</p> <p>Teaching Garden</p> <p>Teaching Kitchen</p>	<p>Small group</p> <p>One to one</p> <p>Whole class</p>	<p>During the school day</p> <p>Before the school day</p>
Social Studies	<p>Teacher assessments</p> <p>Conference notes</p> <p>Push in AIS provider observations</p> <p>NYS test data</p>		<p>Small group</p> <p>One to one</p> <p>Whole class</p>	<p>During the school day</p> <p>Before the school day</p>

	Midtown West Report Card data			
	Student/teacher/parent goal setting process			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Service-specific assessments	Leveled Literacy Intervention Math number strings	Small group One to one	During the school day Before the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 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 ENL teacher, and one parent.

Principal Ryan Bourke	Assistant Principal n/a
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Peter Hawkins	School Counselor Jeffrey Gurwin
Teacher/Subject Area Yolene Medard/2-3	Parent Emily Cahnman
Teacher/Subject Area Jeremy Young/4-5	Parent Coordinator Tisa Farley
Related-Service Provider Jamie Jeuda/Speech	Borough Field Support Center Staff Member Maria Broughton
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	342	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9			5		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1	1	2								0
Chinese	1		2											0
Russian	1			1										0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean		1												0
Punjabi														0
Polish														0
Albanian														0
Other JA	1	1	1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2				1									0
Emerging (Low Intermediate)	1		1											0
Transitioning (High Intermediate)														0
Expanding (Advanced)		2		1		1								0
Commanding (Proficient)			3	1		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In addition to the NYSESLAT/NYSITELL, teachers use data gathered from the Fountas & Pinnell Benchmark Assessment System (BAS), Qualitative Reading Inventory, TCRWP and various formative assessments (e.g. reading behavior checklists, conferencing notes, etc.) to assess the early literacy skills of our students. This data is particularly informative of the reading, writing, speaking and listening skills of our ELLs. More often than not, ELLs at the lower levels of English proficiency perform below their peers in the four modalities. Of our eight ELLs last year, six of them were reading below grade level by the end of the year (based on Fountas & Pinnell BAS). This data has informed our planning and instructional decisions for the 2015-2016 school year. Our Academic Intervention Team (AIT) is monitoring the students we are concerned about and providing our teachers with strategies to support them in the classroom. Small group interventions, including Orton-Gillingham based programs, are underway to support our ELLs needing Tier 2 and Tier 3 support for literacy development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Of our fourteen ELLs this year, five are at the entering or emerging stage of English proficiency. Three of those five are in kindergarten or first grade. These results, in addition to the higher proficiency levels of ELLs in the upper grades, lead us to believe that the entering/emerging students will improve their proficiency levels, as the others did, with effective literacy instruction and ENL support. The two developing ELLs with lower proficiency levels are SWDs, so we believe there is a connection between their disabilities and their language acquisition potential.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 MTW is not a Title III school:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] For each ELL who scores below specified levels of performance on the NYSESLAT and/or classroom assessments, the school's AIT (Academic Intervention Team) determines what support services need to be provided to the student. Strong core instruction for ELLs in English language development is provided at Tier 1. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support commonly occurs in small groups with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is tailored to meet ELLs' language needs and is based on research-based intervention strategies.
6. How do you make sure that a student's new language development is considered in instructional decisions? While MTW only provides Freestanding ENL service, there are times when a child's second language is considered in instructional decisions. Students with beginning level English proficiency may need directions and other important information in their home language. In addition, the students sometimes write dual language books to aid in the language transition for their ELL community.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?MTW does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of the ELL program is determined by students' progress on classroom assessments and the number of students advancing on the NYSESLAT. We have also developed grade-level, English language benchmarks based on the New Language Arts Progressions that assist us in progress monitoring and instructional planning.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. 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 TESOL certified teacher who is trained to conduct the HLIS, which includes an informal interview with the parent(s) and student to determine language dominance. If the HLIS results indicate a language other than English, the NYSITELL is administered within ten school days of initial enrollment to determine ELL eligibility. If the HLIS indicates a home language of Spanish and the student is a newly identified ELL based on the NYSITELL results, the Spanish Language Assessment Battery (LAB) is administered.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work). SIFE students are first administered the oral interview questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we administer the LENS. Initial SIFE status is determined and indicated within 30 days of enrollment. If necessary, SIFE status is modified within a year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section). NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of the principal, a certified ENL teacher, a special education teacher and the student's parent. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:
 - The student's history of language use in the school and home or community
 - The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
 - Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The final decision is made by the superintendent or superintendent's designee.

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

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.

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

If parents believe that a student may have been misidentified as an ELL or non-ELL, the parent can request for a Re-identification Process (within 45 school days of enrollment only).

The school must initiate a review of the ELL status determination upon receipt of a written request from the parent.

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

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 NYSITELL results. The ENL (TESOL certified) teacher and LAC conduct the orientation along with interpreters, if necessary. Parents are notified of these meetings with an entitlement letter in their home language. If parents are unable to attend any of the meetings, a separate meeting is conducted one-on-one. 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 ENL). The parents are given the opportunity to ask questions about the programs offered by the DOE. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students in two continuous grades speaking the same language. They are also informed that we can assist in a transfer if the program they want is not offered at our school. Parents are given the survey and selection forms at the end of the orientation. If parents do not attend orientation (after ample opportunities) forms will be sent home. Parents are informed that their children will be automatically enrolled in Freestanding ENL if they do not make a choice. All communication is provided in the appropriate native language as per parental request.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are informed via phone calls, email, backpacked letters, class rep notes and newsletters (in native language if necessary). If a parent does not return the placement notification letter within five school days, the student is placed in the Freestanding ENL program (we do not have a bilingual program at MTW). The parent still retains the right to make a final decision regarding placement. If parents want a program that is not offered at the school, we will assist in the student's transfer option to a school with the requested program. If a dual-language or bilingual program becomes available in the school, parents that may be interested in such a program will be notified. Every outreach effort is tracked and maintained at the school using the current filing procedure. Forms are collected by classroom teacher or ENL teacher and given to school secretary for filing.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. A checklist is maintained to keep track of who has and has not returned the forms. Contact is attempted (in native language if necessary) by teachers, parent coordinator and ENL teacher via phone, email, backpacked letters, etc. to notify parents of missing forms. Forms are filed by school secretary.

9. Describe how your school ensures that placement parent notification letters are distributed.

Per CR-154-2, the school is required to place eligible ENL students in an ENL program within 10 school days after initiating the identification process. 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.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation (HLIS, entitlement, non-entitlement, etc.) are collected by the classroom teachers/ENL teacher. They are then given to the school secretary who places them in the student's cumulative file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All 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 advance and parents and classroom teachers are notified in writing. The schedule includes the four components, reading, writing, listening and speaking. All assessments are double-checked to ensure that all four components have been completed. For returning ELLs we use the results of the NYSESLAT to determine their continued eligibility. The NYSESLAT is administered by a TESOL certified pedagogue (Ana Molina or Peter Hawkins).
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The eligibility of ELL program participation for 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 programs. These letters are distributed by the school secretary and/or ENL teacher. Copies of all letters issued are maintained on file at the school along with completed items such as parent surveys and program selection forms.:
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the past few years the trend of program selection made by parents of Midtown West has been Freestanding ENL (formerly ESL). This year, we had three new kindergarten parents making their program selection. All chose Freestanding ENL. There have been no alternative choices and transfers. Programs offered at the school are aligned with parent requests. The school checks parent surveys and selection forms to ensure that we are in compliance with all mandates and requirements. As per the ASPIRA Consent Decree, we are not required to open a bilingual program because we do not have 15 or more ELL students that speak the same language in one or two contiguous grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Depending on English proficiency level, ELLs require anywhere from 90 to 360 minutes of ENL instruction per week. Students are grouped by grade and proficiency levels. The maximum allowable grade span for grouping instruction in ENL is two contiguous grades. Instruction is delivered through standalone ENL and integrated ENL. Proficiency level determines what combination of the two types is provided (e.g. Beginners receive 180 minutes of standalone and 180 minutes of integrated). Standalone ENL is delivered in small groups in a separate location. Integrated ENL is delivered in the classroom using a co-teaching or parallel teaching model.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school will follow the mandated ENL units as stipulated in CR Part 154.

Beginner/Entering: 360 total minutes, 180 standalone ENL, 180 integrated ENL/ELA

Low Intermediate/Emerging: 360 total minutes, 90 standalone ENL, 180 integrated ENL/ELA

Intermediate/Transitioning: 180 total minutes, 90 standalone ENL, 90 integrated ENL/ELA

Advanced/Expanding: 180 integrated ENL/ELA

Proficient/Commanding: 90 integrated ENL/ELA

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

For Freestanding ENL, our only program model, all lesson plans include both content and language objectives. The language objectives specifically address the needs of the ELLs. The primary goal of the program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ENL instructional strategies across content areas. ENL strategies include but are not limited to: scaffolding, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, language rich experiences, accountable talk, and audio/visual support. Our balanced literacy and math workshop models meet the demands of the Common Core Learning Standards and are utilized to support the content areas. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development. The teachers at MTW are trained to help the students learn the difference between social and academic language. They strive to be appropriate language models who continuously engage students in the content areas through differentiated instruction and the activation of prior knowledge.

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

n/a

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

In order to evaluate the four modalities of English acquisition, our school uses the Fountas & Pinnell BAS, the NYSESLAT, TCRWP and various formative assessments (checklists, portfolios, observations, etc.) aligned with the New Language Arts Progressions. Depending on the student, F&P assessments are administered biweekly or once a month. The NYSESLAT is administered in the spring. Formative assessments are ongoing.

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

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

Every student is different. How we differentiate is based on individual needs. Instructional decisions are made after reviewing assessments and observations. Having said that, here are some typical differentiation examples for each ELL subgroup:

(a). SIFE students - We don't have any students with interrupted formal education, but in the event that we do, a plan of action based on individual needs would be implemented.

(b) Newcomers - Small group instruction with language support is provided. Listening comprehension is emphasized by using read-alouds and music. We use visuals and have students point to pictures or act out vocabulary. It is important to speak slowly and use shorter words. Gesturing as much as possible helps as well.

(c). Developing - The strategies above are continued, but more academic language is introduced. Students are supported with graphic organizers and prompting. Scaffolds are given to encourage responses with explanation and justification. A lot of work is done around vocabulary development to support their transition through the stages of language development.

(c). Long Term - These students are in testing grades, so accommodations are put in place to help them succeed. These include directions read, extra time, separate location and small groups. Differentiation strategies like those used for newcomers and developing ELLs are built upon. Long term ELLs should be approaching native fluency, so instruction supports filling in the gaps and offering challenges.

(e) Former ELLs - Differentiation tactics should be applied as they would for any student. Considering their former ELL designation, access to and use of English should be a priority when making instructional decisions.

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

As per English Language Learner Policy and Reference Guide 2015-2016: Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. However, if the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian

Chart

believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j). Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

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

When considering ELLs who have IEPs, multiple modalities for learning must be considered. Most students in this subgroup benefit from visual supports. This includes graphic organizers, color or picture coded charts, non-verbal cues, videos, etc. Technology plays a role here too, as we use iPad apps and the Attainment Workstation (computer program) to support language development. Audiobooks are also very helpful. They are used at all grade levels, particularly lower grades, to support reading and exposure to English. Native languages are incorporated where appropriate, like when the students write fiction and non-fiction dual-language books. They help support the language transition, but also give students the opportunity to celebrate their home languages. Because most ELLs with IEPs also receive related services, it is imperative that the staff meet to develop schedules and discuss goals. We have beginning ELLs who also receive SETSS, Speech, OT, PT and Counseling. In these cases, it is vital that we monitor the mandates and find ways to support each other’s work.

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

Teachers and service providers are creative in their planning to ensure that ELL-SWDs are participating in the general education curriculum with their non-disabled peers. When appropriate, service providers and/or ENL teachers will push into the classroom, supporting the students with the lesson taking place at that time. At other times, when the students need to be pulled out, the service providers/teachers reinforce what their colleagues are doing with the student, or they give the student tools/strategies to carry over into the classroom.

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

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

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

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



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

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

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

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

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

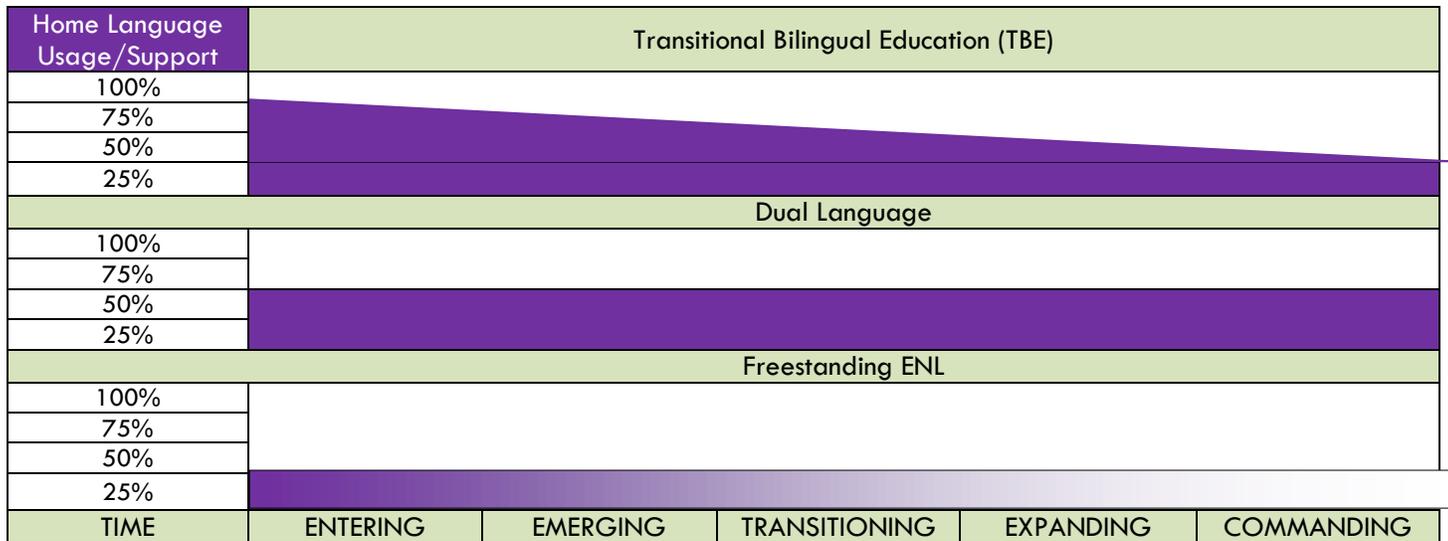


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All students, including ELLs, go through the RTI process. We have targeted interventions for each tier and subject area. Most of these interventions are ways teachers can differentiate the general education curriculum to support their ELLs and ELL-SWDs (See Part V). One specific program for reading intervention we use is Fountas and Pinnell Leveled Literacy Intervention, which is geared towards the lower grades. We also have teachers trained in the Wilson Reading System and other Orton-Gillingham based programs. Math, social studies and science remediation is provided for prospective students in small groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the latest NYSESLAT scores, Fountas & Pinnell assessments, and NYS test scores, we are satisfied with the effectiveness of our current program. The students are demonstrating understanding in the content areas and progress in language development. We will continue to review the assessment data on a quarterly basis. ELL-SWDs will continue to be a subgroup we develop inquiry around to determine how we can best support them.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering training more of the staff on Orton-Gillingham based interventions. We are also looking into software based subscriptions and programs that may supplement ENL/content-area instruction.
13. What programs/services for ELLs will be discontinued and why?
None at this time, other than outdated procedures non-compliant with CR-154.
14. 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 the same access to school programs as any other child. Translation and interpretation services are provided to ensure that parents are aware of available opportunities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Math: manipulatives, games, rekenreck, beadstrings, supplemental units, and development of school-wide mathematical vocabulary.
Science/Social Studies: field trips, computers, hands-on materials, and experiential learning.
Literacy: iPad apps, word walls, language games, frequent discourse, book partnerships, books on tape, dual-language books and teacher/student conferencing.
Specifics regarding differentiation and supports for subgroups can be found in Part V.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL is our only program model, so home language is used where applicable. Students are encouraged to see connections between their home languages in order to better understand how languages are structured and organized. Students explore their home language to see how it is the same and different from English (Are there words that sound the same and mean the same thing? Are there words that sound the same but mean different things?). We have seen success writing dual-language books in English-Spanish to help foster these connections.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All TESOL teachers are aware of the procedures and mandates outlined in CR-154. In addition, all teachers are expected to know the Common Core Standards and New Language Arts Progressions. Systems are in place to ensure that every ELL receives the minimal instructional time mandated by CR-154.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Assistance to newly enrolled ELLs and their families is provided by the LAC, ENL teacher, Parent Coordinator and PTA. In addition to the required parent orientation, various parent workshops and social events take place regularly. Our guidance counselor is available for transitional difficulty if needed.
19. What language electives are offered to ELLs?
There are no language electives offered at this elementary school. We have German and Spanish clubs that meet once a week.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel will attend language acquisition professional development offered through the Department of Education and Teachers College. Teachers are permitted to attend any relevant workshops that will support their work with our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are offered professional development on-site, through the city and at Teachers College that is dedicated to language acquisition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teachers, LAC and parent coordinator work with ELLs, their families and their teachers to assist in middle school planning. Parents are given school recommendations aligned to language program needs. Parents are also given a list of relevant questions to ask as they embark on middle school tours.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

MTW provides over 50 days of on-site professional development to the staff per year. Attendance and agendas are saved from each workshop. 15% of the PD for all teachers is dedicated to language acquisition and best practices for integrated ENL. In addition to the on-site PD, the ENL teachers are sent out to workshops relevant to their expertise (50% of all their PD is dedicated to language acquisition). Those teachers turnkey the workshops to the whole staff. One of our teachers recently led a workshop on how to use formative assessments to track language development. Another teacher taught the staff how to utilize the Translation and Interpretation Unit.

C. Parental Involvement

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

In addition to parent/teacher conferences, ENL teachers meet with parents at least once a year to discuss language development progress, assessment results, and language development needs in all content areas. Translation and/or interpretation services are provided through the T&I Unit when needed.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Response for #2: For every face-to-face meeting with parents, an attendance form is signed and detailed notes are recorded. These are retained in the student's cumulative folder. All other interactions (e.g. phone calls, emails) are recorded as well. See Part IV, questions 4-10 for more information about communication and retention of records.

Response for #3: We have a high level of parent involvement at our school. This benefits our ELL families tremendously. Parent involvement is fostered by the PTA, our staff and our school community as a whole. Some activities include:

Family conferences

Parent workshops led by classroom teachers

Tuesday morning parent engagement sessions

Whole school community meetings

Family math/read-alouds

Parent led committees, including those that aim to support new families and special populations

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No

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

Parental needs are evaluated through formal interviews and informal conversations during the school's weekly Tuesday morning engagement times, parent teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their socio-economic situations.

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

Midtown West provides parent workshops that are designed to keep parents informed and get them involved. While language development is of the utmost importance, providing opportunities for families to have a sense of belonging is just as important. The staff and PTA do an excellent job of recognizing the needs of our families and creating activities to meet those needs.

D. Additional Information

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

n/a

Part VI: LAP Assurances

School Name: **Midtown West School**

School DBN: **02M212**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ryan Bourke	Principal		10/30/15
	Assistant Principal		10/30/15
Tisa Farley	Parent Coordinator		10/30/15
Peter Hawkins	ENL/Bilingual Teacher		10/30/15
Emily Cahnman	Parent		10/30/15
Yolene Medard/2-3	Teacher/Subject Area		10/30/15
Jeremy Young/4-5	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Jeffrey Gurwin	School Counselor		10/30/15
Bonnie Laboy	Superintendent		10/30/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M212** School Name: **PS 212 Midtown West**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

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

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

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

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

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

Midtown West (MTW) determines language preferences through the Home Language Identification Survey. Preferences are also gathered through informal interviews, and reviewing ATS reports and emergency contact cards. All language preference information is updated in ATS by the Pupil Personnel Secretary. The language preference report is reviewed before any correspondence with parents.

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

All parents have selected English as their preference for written and oral communication.

Part B: Creating a Communications Calendar

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

Any documents not translated by the NYCDOE will be sent to the Translation and Interpretation Unit. This would include student-specific letters, letters from the principal, newsletters from teachers, etc. These documents will be sent out for translation at least two weeks before the planned dissemination date.

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

Parents are expected to attend curriculum night (mid-September) and family conferences (November, March and June). Parents of students with disabilities are also expected to attend IEP meetings. In addition, we have set aside Tuesday mornings for parent engagement time, during which teachers deliver workshops or plan one-on-one meetings with parents. We have interpretation services available for all of these meetings. For Spanish, we have three designated staff members that can be of service. For all other languages, the T&I Unit will be utilized.

Part C: Providing Language Assistance Services

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

There are three Spanish speakers on staff to provide translation. All other translations will be provided by the Translation and Interpretation Unit. Documents should be submitted for translation using the appropriate request form at least two weeks in advance of dissemination. Written translation in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu will be provided by the T&I Unit. Written translation in other languages will be provided by thebigword (contracted DOE vendor).

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

There are three Spanish speakers on staff to provide interpretation. Interpretation in other languages will be provided over the phone via the T&I Unit. On-site interpretation will be provided through thebigword

(contracted DOE vendor). Interpretation needs will be planned in advance to ensure proper accommodations.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator (LAC) has provided training to the staff on how to access and utilize the T&I Unit. The staff has been provided with the "I Speak..." card, the form for requesting translation and a cheat sheet for over-the-phone interpretation. They have also been given the contact and access information for the DOE's contracted vendor (thebigword).

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The LAC has fulfilled all notification requirements listed above. The Welcome Poster has been hung near the school entrance. The Bill of Rights and Language Access Guides have been provided to all parents. The Language ID Guide has been posted at the security desk and in the main office. The LAC is aware that all of these documents are available through the intranet.

Part F: Monitoring and Quality Control

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

We plan to conduct a focus group of parents inclusive of all cultures and languages to gather feedback about the quality and availability of services. This information should prove helpful when developing future language translation and interpretation plans.