



TOMPKINS SQUARE MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M839

ADDRESS: 600 EAST 6TH STREET NY, NY 10009

TELEPHONE: 212-995-1430

FAX: 212-979-1341

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M839 **SCHOOL NAME:** Tompkins Square Middle School

SCHOOL ADDRESS: 600 East 6th St . NY, NY 10009

SCHOOL TELEPHONE: 212-995-1430 **FAX:** 212-979-1341

SCHOOL CONTACT PERSON: Sonhando Estwick **EMAIL ADDRESS:** sestwic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pamela Flanagan

PRINCIPAL: Sonhando Estwick

UFT CHAPTER LEADER: Bryce Cahn

PARENTS' ASSOCIATION PRESIDENT: Sue Auslander

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** Bridges for Learning

NETWORK LEADER: Marina Cofield & Megan Roberts

SUPERINTENDENT: Daniela Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Sonhando Estwick	*Principal or Designee	
Bryce Cahn	*UFT Chapter Chairperson or Designee	
Sue Auslander	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pamela Flanagan	Member/	
Dan Vazquez	Member/	
Mary Hauser	Member/	
Jenny Tam	Member/	
Karen Singleton-Vega	Member/	
Ting Yih	Member/	
Andrew Ford	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Tompkins Square Middle School serves a diverse community of 380 students in grades six through eight in NYC's East Village. TSMS is a community with high learning standards dedicated to fostering ethical, caring, self-reflecting and critical thinkers.

Founded in 2001 by a grassroots coalition of neighborhood parents and local educators, TSMS has grown into an award-winning NYC public school, a community of students, parents, and educators.

Mission Statement: "Tompkins Square Middle School is a learning community dedicated to fostering ethical, caring, self-reflecting and critical thinkers. Relationships and communication between adults and students are at the core of our community. TSMS celebrates the diversity among all of its members, supports their different learning styles, and encourages them to express their individuality and pursue their interests. Community members are challenged to analyze different points of view and build skills within a meaningful context. TSMS is a place for early adolescents to discover and feel confident about who they are, build healthy relationships with adults and peers, and investigate questions about their worlds in a safe, nurturing, and rigorous environment."

Distinctive Features and Accomplishments

- TSMS has a well-qualified, committed staff highly involved in school decision-making and professional development activities, employing a model of distributive leadership.
- TSMS teachers meet every morning before school for 10 minutes and every week for an hour to improve practices and communicate about students.
 - 10 Minute Daily Morning Meeting -- This meeting takes place in a classroom with all teachers together sharing information ranging from upcoming events and deadlines to important updates regarding students.
 - Weekly Staff Meeting - The teachers meet every Monday from 3 PM to 4 PM. Two meetings a month are for department level professional development, one is for advisory/grade level, and one is dedicated to progress reports and school UBD report card.
 - Annual Staff Retreat - Each May, the staff reviews the year, assessing what worked well and creating an action plan to institute changes for the following school year.
- TSMS uses an Understanding by Design (UBD) curriculum framework in planning curriculum, developing its report card, and assessing students and is implementing a periodic assessment plan designed collaboratively in departments.
- TSMS has attracted a diverse student body: economically, ethnically, and academically.
- TSMS utilizes technology in its curriculum, as well as for communicating with parents and staff.
- TSMS has well-integrated collaborative team teaching (CTT) and academic intervention services (AIS) support systems, including 2 CTT classes on each grade level and strong attention paid to collaboration and curriculum planning in each partnership.

- TSMS students receive a well-balanced liberal arts education with core classes, advisory, enrichment classes (Spanish, technology, art, and physical education).
- TSMS maintains strong communication with families through online report card system, weekly e-newsletters, daily homework assignment postings, monthly mailings, 4 progress reports, and advisory intake meetings.
- TSMS utilizes a three-year Advisory curriculum, supporting students' socio-emotional growth and building community.

TSMS has a high level of collaboration and commitment from educators dedicated to listening, sharing and improving.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends for 2 Years of Data

In English, the Spring 2010 ELA State tests results indicate that we have an increase in student growth to score at or above proficiency; we attribute this gain partly to our ELA and social studies classes combining in a Humanities class, our highly qualified staff, and our intervention programs. Students who started the year at proficiency and students who started the year below proficiency improved their proficiency levels compared to their own prior performance the year before. 60.2% of Self-Contained/CTT/SETSS students were in the 75th growth percentile or higher in ELA. 66.3% of students who had scored in the lowest third citywide for ELA were in the 75th growth percentile or higher.

The Spring 2010 Math State test scores indicate that students who started the year at proficiency and students who started the year below proficiency improved their proficiency levels compared to their own prior performance the year before. 46.4% of Self-Contained/CTT/SETSS students were in the 75th growth percentile or higher in Math. 53.9% of students who had scored in the lowest third citywide for Math were in the 75th growth percentile or higher.

Accomplishments and Areas of Focus

Distributive Leadership—Our distributive leadership model has designated staff facilitators on grade, advisory, and department (including Special Education and Enrichment) levels. These facilitators have been put to the task not only of matching professional development to the concerns of their constituency, but also to leading regular meetings, relaying constituent concerns to the principal, and managing the needs of their group. All Collaborative Team Teachers (CTT) at the school are supported in the development of their teaching partnerships by the CTT coach. Furthermore, department teams each work with an administrator or coach in conducting a year-long study in their discipline. This involves inter-class visitations, working with consultants, looking at student work, and discussing the observations. Teachers also work within self-selected inquiry groups monthly, each facilitated as needed by teachers within the group. This structure has proved to be highly beneficial to the functioning of the school as a whole.

Developing a Reading Enrichment Program – Humanities teachers feel that they are not effectively meeting the reading needs of all students in the amount of time given. We structure our classrooms heterogeneously and Humanities teachers have struggled to meet the diverse reading needs of all students within the large group format and time allotment. Research has shown that small group reading instruction is especially effective in building skills. We believe that reading is an area in which focused support can bring change across an entire academic profile and we have already had success with Math Enrichment as a program in the 7th grade. A Reading Enrichment program in which students receive small group support with a reading specialist would not only provide an opportunity to explore the effectiveness of different reading intervention strategies, but also open the possibility of groupings by reading level instead of by grade level.

The goals of this program are to help students move at all levels in measurable ways, to increase student reading independence and confidence, and to learn about reading strategies as a community. As we increase our scheduling flexibility, we will use Reading Enrichment to build inter-grade level opportunities for learning. In addition, we expect this program to support our most struggling readers in making sufficient gains.

Innovating Self-Contained Education— In order to best serve the students in the special education department at TSMS, we are restructuring our program toward a more creative model of scheduling and supporting students throughout their day. We currently maintain SETSS and CTT classes in every grade, a 7th grade 12:1 class, a bridge 12:1:1 class, and a District 75 inclusion program, along with our general ed and ELL populations. From the first conception of TSMS, the vision has been one of inclusion and diversity with a mission built around the idea that children learn best working closely with others who may be different from them.

Our restructuring initiative will take a similarly fluid and inclusive approach to how our self-contained students are served. We aim to build programming flexibility for students with learning disabilities into the school structure itself, as well as to deepen support for both general and special education teachers in the area of differentiation and deeper understanding of content/curriculum delivery. Through this Innovation Zone initiative, 12:1 and 12:1:1 teachers no longer work with the same group of students all day and students will be more able to move into less-restrictive settings where related content is being taught. To accomplish this, we need to restructure our school schedule. This will also mean a more holistic view of student needs. IEPs as currently constructed only designate students to be in one special education program (CTT, SETSS, 12:1, 12:1:1, etc.). Our initiative would allow students to move between programs based on actual needs and skills, as well as teacher observations and recommendations, providing a more individualized education program. The goal would remain the same-- to move our students through the continuum of services into a less-restrictive environment.

This model requires common planning time for teachers to be able to effectively design lessons around all students with needs, regardless of program delineation. Allowing common planning time exposes special educators to curriculum standards and exposes general educators to differentiation and modifications. It is also vital to successful co-teaching relationships, such as in CTT and, via an initiative introduced last year, in SETSS.

Literacy Coach—In order to support literacy throughout school, we have transitioned one of our most experienced Humanities teachers into a part-time Literacy coach. This has already proved crucial to the launch of our guided reading initiative as well as to our self-contained restructuring innovation. The Literacy coach is working closely with the Reading Enrichment teacher and the self-contained Humanities teacher. The literacy coach is also helping to migrate the workshop model into our science, and math. We will be evaluating the efficacy of this model in select Science and Math

classes. She has developed new system for tracking student reading data and for involving students in leveling non-fiction libraries.

CTT in Science—This year, we have added a special educator to the two grade levels of the Science program that were without this support: 7th and 8th grade. A special educator is co-teaching with the Science teachers for both the CTT and the SETSS classes. A major goal of this initiative, in addition to general support for the students and Science teachers, is to build in differentiation into the Science curriculum. The Literacy coach and the CTT coach are also supporting these new partnerships. We anticipate an increase in science literacy and confidence in reading non-fiction texts. 7th grade students have begun leveling the Science libraries, with assistance from the teacher partnership and the literacy coach, using a newly developed 5-tier system. The goal is that by involving students directly in the leveling process, their ability to identify “just-right” non-fiction texts will improve.

Enhancing Advisory to Increase Student-Staff Communication--- We have put extra attention into our Advisory structures and curriculum in order to help our teachers become better advocates for students and to increase school-wide modifications for students who need. All advisors now read and respond to written “What’s Up” entries, a weekly journaling exercise. We have found that this has brought the students and their advisors much closer as a result. An advisory facilitator on each grade level has helped support teachers through the ramping 6th through 8th grade, age-appropriate, social/emotional curriculum.

Integrating Technology for Classroom Support and Greater Communication-- We added a Technology facilitator two years ago in order to keep staff involved and supported in using technology in their classrooms. All classrooms received SmartBoards, interactive whiteboards that are touch-sensitive. We have improved our school website, adding blog functionality (updated by the Technology Facilitator, Dean of Community Relations, and the PTA executive committee), as well as a current interactive calendar. We have launched an online homework forum as well, in which families can check the daily homework assigned in each class that day. We continue to develop our use of PowerSchool, an online grading system. Finally, we are working with the DOE to upgrade our building’s server in order to allow deeper use of the classroom laptop carts. We would like to take the next step with our technology integration through the use of web-based applications such as “Google Apps” and through comprehensive research tools such as EBSCO.

Barriers to School’s Continuous Improvement

- o The school needs time to develop true collaborative team teaching in the new partnerships added this year.
- o The school has reached its maximum space constraints and can no longer add rooms to expand the enrichment program.
- o Due to budget constraints the school is unable to keep up it’s current of pace technological innovation.
- o The school is currently unable to afford air conditioning for many of the classrooms, making it virtually impossible to effectively teach students during the month of June and September.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Better identify students' learning needs and strengths in order to enhance consistency and rigor for differentiation of instructional practices.

- Implement formative math and reading assessments as well as mid-year and end-of-year assessments.
- The Math, Science and Humanities departments will provide appropriate support for students' identified learning needs during regular and extended day class time.
- Formative and interim assessments will show appropriate growth in student learning and skills.

2. Continue to develop strong CTT partnerships across the school.

- 75% of CTT students will demonstrate progress as measured by gains on the DY0 interim assessment.
- 5% overall increase in the lowest third of CTT students making at least one year of progress over the course of this school year.

3. Build a Reading Enrichment program that supports the needs of our population.

- 75% of lowest third citywide students will demonstrate progress as measured by gains on the DY0 interim assessment.
- 5% overall increase in the lowest third of students making at least one year of progress over the course of this school year.

4. Develop a self-contained model in which different teachers are able to support students based on subject area.

- 75% of SC students show progress on *Izones Student Motivation Scale*
- 5% overall increase in the lowest third of SC students making at least one year of progress over the course of this school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. Better identify students’ learning needs and strengths in order to enhance consistency and rigor for differentiation of instructional practices</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>MATH: This year the Math department will administer the math Edu-performance assessment three times to students scoring in the bottom third of the state math exam. The assessments will be completed by October 10th, February 12th , and June 18th. Assessments will be completed during extended day periods and math enrichment periods during the school day. Math teachers will develop appropriate support and goals for growth for students performing below grade level. All students who have scored below grade level will be enrolled in math enrichment and/or the extended day program.</p> <p>HUMANITIES: This year the Humanities department will administer the Teachers College assessment three times to students scoring in the bottom third of the state ELA exam. The assessments will be completed by October 10th, February 12th , and June 18th. Assessments will be completed during extended day periods and regular humanities periods during the school day. Humanities teachers will develop appropriate support and goals for growth for students performing below grade level. All students who have scored below grade level will be enrolled in the extended day program and further modifications for these students will be implemented during regular classes.</p>

	<p>SCIENCE:</p> <p>This year the science department will meet once a week to focus on literacy in science. In order to better understand student reading ability, science teachers will be assessing students with Humanities teachers using the TC model.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • At annual staff retreat in May, staff met by department and as a school to determine areas of focus for each subject area. • Staff was provided with per session payment over the summer in order to create the assessment tools and rubrics for each subject area. • Dedicated department meeting time occurs regularly for teachers to coordinate progress. • Reduced class size ratios, as a result of C4E allocations, allow teachers to assess fewer students in greater depth.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Complete formative math and reading assessments by October 10th. • Complete mid-year assessments by February 12th. • Complete end of year assessments by June 18th. • By June 18th the Math , Science, and Humanities departments will have administered 4 separate DYO assessments. • Student reading scores will gain two letter grades in the Teachers College assessment.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. Continue to develop strong CTT partnerships across the school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>With the goal of improving students’ academic, social, and emotional growth, we have continued to expand our team teaching partnerships across the school. We have added Science team teaching in 7th and 8th grade for both CTT and SETSS classes. In addition, we have reduced CTT partnerships for a special educator to work with to one or two general educators to provide for stronger partnership relationships and to reduce the number of subjects for which a special educator needs to prepare. We have transitioned our most experienced CTT staff member to be a half-time coach to all our CTT-model partnerships in order to develop and support these relationships.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The school has hired a dedicated Special Education coach to support the growth of the CTT initiative. • The Special education department will meet during the “Early Dismissal” day to look at student data and review student progress. • At annual staff retreat in May, staff met by department and as a school to determine areas of focus for each subject area. • Staff was provided with per session payment over the summer in order to create the assessment tools and rubrics for each subject area. • Dedicated department meeting time occurs regularly for teachers to coordinate progress. • Reduced class size ratios, as a result of C4E allocations, allow teachers to assess fewer students in greater depth.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 75% of CTT students will demonstrate progress as measured by gains on the DY0 interim assessment. • 5% overall increase in the lowest third of CTT students making at least one year of progress over the course of this school year. • Once per module, teachers will administer preliminary assessments based on preliminary rubrics. • By February, staff will have administered 2 interim assessments.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. Build a Reading Enrichment program that supports the needs of our population.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The humanities team, along with the Reading Enrichment teacher and Literacy coach will assess students by October 1st and create two small groups per grade level with which to launch the program.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Enrichment Staffing
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 75% of lowest third citywide students will demonstrate progress as measured by gains on the DY0 interim assessment. • 5% overall increase in the lowest third of students making at least one year of progress over the course of this school year.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. Develop a self-contained model in which different teachers are able to support students based on subject area.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The 12:1 and 12:1:1 teachers will split</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Co-planning dept • More focused and differentiated curriculum • Staff was provided with per session payment over the summer in order to create the assessment tools and rubrics for each subject area. • Dedicated department meeting time occurs regularly for teachers to coordinate progress. • Reduced class size ratios allow teachers to assess fewer students in greater depth.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 75% of SC students show progress on <i>lzone</i> • 5% overall increase in the lowest third of SC students making at least one year of progress over the course of this school year

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	23	16		23	40	0	6	0
7	26	66		26	32	0	10	1
8	27	23		27	35	0	1	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>ISL: Students in ISL explore the skills and strategies they need to study effectively. The curriculum will allow students to set long-term, short-term, and daily goals that will address academic, social, and emotional needs. Additionally, students will gain knowledge of their own unique learning style. Study skills and organizational techniques will encompass the majority of the module along with providing support to the Humanities curriculum. Students will learn specific reading strategies through the Reader's Workshop that will enhance their understanding of fiction texts. (Small group instruction during school day)</p> <p>ESL (English as a Second Language) classes are designed to support each grade's Humanities class. Students are immersed in lessons that focus on both content and language, such as grammar and vocabulary building. Small group activities and individual attention are provided to develop students' reading, writing, listening, and speaking skills. (Small group instruction during school day)</p> <p>Wilson Language Training is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. (Small group instruction during school day)</p> <p>Reading Enrichment is designed to provide small group support with a reading specialist in order to build skills. This is an opportunity to explore the effectiveness of different reading intervention strategies and also open the possibility of groupings by reading level instead of by grade level. The goals of this program are to help students move at all levels in measurable ways, to increase student reading independence and confidence, and to learn about reading strategies as a community. In addition, we expect this program to support our most struggling readers in making sufficient gains.</p> <p>Words Their Way:</p> <p>Guided Reading:</p>

Mathematics:	Math Enrichment is designed to help students stay up-to-date in their Math class, as well as offering the opportunity to try new and interesting math games and problems. Each week, one session is a skill day, one is a conferencing day and one is a homework/game day. Math enrichment should help students with their skills they need to succeed and allow them to receive more individual attention from their teachers. (Small group instruction during school day)
Science:	Science intervention meets during extended day Period A. At-risk students in Science, evaluated based on teacher assessment, meet in a small group setting with a TSMS Science teacher for skills and information reinforcement three times a week for 50-minute periods. (Small group instruction during school day)
Social Studies:	See Humanities
At-risk Services Provided by the Guidance Counselor:	Guidance office includes full time guidance counselor and 3 counseling interns from graduate programs. Services involve mandated (IEP) counseling weekly, at risk and crisis counseling and mediation. All services may be in a group or individually. Office coordinates outside services and referrals. Member of PPT weekly meetings.
At-risk Services Provided by the School Psychologist:	School Psychologist will meet with IEP students for evaluation/assessment one on one and may be asked to observe classroom behavior of at risk students. BASC instrument may be used. Member PPT weekly meetings.
At-risk Services Provided by the Social Worker:	Social worker will do social history of IEP students when required and will meet with families for initial evaluation. She may also observe classroom behavior of at risk students. Member of PPT weekly meetings.
At-risk Health-related Services:	Chronic absenteeism and lateness are reported to Dean and guidance office for possible health related issues. Liaison with hospital, doctor, school, and family through guidance office. Issues of neglect, abuse, suicidal ideation involve Administration for Children's Services with network consultant and handled by guidance office.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the beginning of the school year, we survey both parents and students to find out the primary languages used at home. In addition, we use the ATS system to identify parents who may need translation and/or oral interpretation needs.

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

The 19 ELL students who attend TSMS speak Mandarin, Spanish, French, Tibetan, Indonesian, Cantonese, Arabic, Slovakian, Hindi, Portuguese, Ahmaric, Bahasi, and Bengali. We spoke about the findings and the correlating community needs at staff meetings and PTA meetings.

Part B: Strategies and Activities

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

Using the DOE Translation Unit, we are translating all major written materials, including flyers for school events, letters home, conference notifications, and other community materials.

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

We are using our translation budget allocation to hire on-site interpreters from Legal Interpreting Services, a contracted DOE Vendor, to provide oral interpretation services at major school events, including PTA meetings, family conferences, orientation, and Curriculum Night,

as well as at individual conferences when needed. Staff resources include our Parent Coordinator, who speaks Cantonese, and several of our teachers and administrative staff, who speak Spanish, Portuguese, Italian, Hebrew, French, and Haitian Creole. We are also using School Messenger, an automated phone service, to provide home language messages whenever possible.

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

See above.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Needs Assessment.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

See Section VI: Action Plan.

3. Instruction by highly qualified staff.

We have hired teachers who are certified and experts in their subject areas. We have close partnerships with Bank Street, Teachers College and NYU for teacher recommendations and are a model school visited each year by educators and administrators from around the country. In addition, we provide on-going professional development throughout the school year and in the summer, along with a three-day orientation for all new staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. We have created curriculum that meets and exceeds state and citywide standards. In addition, the school is safe, collaborative, and provides extensive supports for staff. We work with our network and New York City Department of Education to recruit highly qualified teachers.

5. Strategies to increase parental involvement through means such as family literacy services.

Our PTA Executive team surveys the parent body every year to determine which workshops families are interested in attending on a monthly basis. Advisory Intake interviews allow the parent/guardian to meet with their child's advisor and share information. Curriculum Night gives families a chance to hear from every teacher and receive support strategies for their child within each teacher's topic area.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Section VI, Action Plan

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We have solidified our on-going assessment of achievement standards through the use of the DY0 Periodic Assessment system in all core classes (see above). Teachers are meeting regularly on grade-level and department-level to review student work, evaluate progress and provide intervention as needed.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school is consolidating federal, state, and local resources to lower student:teacher ratio, give additional professional development to our staff, and provide intervention and prevention programs for our students.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		(✓)			Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A	Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II, Part A	Federal					
Title III, Part A	Federal					
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 3 current Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

We are currently providing all applicable services to our STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Tompkins Square Middle School					
District:	1	DBN:	01M839	School		310100010839

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.5	96.0	95.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.1	99.5	97.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	132	124	128	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	122	131	125		60.3	72.6	72.6
Grade 8	123	124	135				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	4
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	377	380	389	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	16	21	Principal Suspensions	25	7	30
# in Collaborative Team Teaching (CTT) Classes	33	36	35	Superintendent Suspensions	5	2	3
Number all others	38	37	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	28	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	3
# receiving ESL services only	13	19	TBD				
# ELLs with IEPs	6	9	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	0	0	1
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	8	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	52.0	46.4	48.4
				% more than 5 years teaching anywhere	28.0	21.4	45.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	82.0	96.8
American Indian or Alaska Native	1.1	1.8	1.5	% core classes taught by "highly qualified" teachers	86.2	94.4	96.0
Black or African American	12.2	12.4	11.8				
Hispanic or Latino	43.8	44.5	47.6				
Asian or Native Hawaiian/Other Pacific	26.5	25.8	23.7				
White	16.2	15.0	14.7				
Male	51.7	51.6	49.4				
Female	48.3	48.4	50.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	84.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Template for Title I Parent Involvement Policy and Parent-School Compact for TOMPKINS SQUARE MIDDLE SCHOOL

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore TOMPKINS SQUARE MIDDLE SCHOOL, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. TOMPKINS SQUARE MIDDLE 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 Advisory Council, as trained volunteers and welcomed members of our school community. TOMPKINS SQUARE MIDDLE SCHOOL will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the TOMPKINS SQUARE MIDDLE SCHOOL 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, TOMPKINS SQUARE MIDDLE SCHOOL will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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; and
- 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.
- *[add other activities, if applicable]*

TOMPKINS SQUARE MIDDLE SCHOOL will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

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

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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; and
- 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;

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. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

A copy of the final version of this policy will be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 1	School Number 839	School Name Tompkins Square MS
Principal Sonhando Estwick		Assistant Principal Eric Forman	
Coach Mary Hauser		Coach	
Teacher/Subject Area Pamela Flanagan, Math		Guidance Counselor Patricia Macken	
Teacher/Subject Area Dan Vasquez, Math		Parent Lillian Horton	
Teacher/Subject Area Bryce Cahn, Science		Parent Coordinator Shirley Lee-Wong	
Related Service Provider Judith Mack, S.E. Humanities		Other type here	
Network Leader		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	388	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	7.47%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue as well as the parent coordinator. There is one certified ESL teacher at TSMS who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language when appropriate for filling out the Home Language Survey. Parents are given a Home Language Information Survey to find out if the student speaks a language other than English. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. The ESL teacher administers the LAB-R to each student that has another language other than English on the Home Language Survey and primarily reads, writes, listens, or speaks in that language. The LAB-R is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the LAB-R exam that the licensed ESL teacher has administered, parents are informed in English and in their native language, to let them know that their child qualifies for ESL, bilingual or dual language classes. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ELL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location, like the school library to help the students focus. The Reading and Writing portions are then administered during the testing window. Again, students are grouped or individually given the test depending on test directions. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the test results according to the rubrics provided. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs. If students pass the listening/speaking components but still struggle in reading/writing, the ESL teacher works with the students more on reading and writing.

2. The LAB-R assessment is given within ten days of student registration. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2010-2011 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language. Then with the Parent Coordinator, translators and licensed ESL teacher an orientation meeting to inform parents of program choices is given immediately within the ten days. (If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the LAB-R and then a parent meeting is held individually.) The three program models are ESL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. TSMS objectively presents all program models, to allow parents to make the choice that they most prefer. The parents are informed of the difference between the three programs. Transitional bilingual is a program that teaches the students in both English and the native languages, transitional self contained ESL is a class entirely of ESL students with a licensed ESL teacher, and stand alone ESL is a program in which the licensed ESL teacher services the students in a push in or pull out model according to the mandated hours. The ESL teacher explains to the parents the number of mandated hours that the student is entitled to based on performance on the LAB-R. The parents have time to ask questions at the orientation meeting and can call or email the licensed ESL teacher, the principal, or the parent coordinator at any time. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program. Then the parents make an informed decision, based on the information provided in the home language, about what program they would like their child to participate in. Parents are informed that while TSMS only offers ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at TSMS in the free-standing ESL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, TSMS does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs.

3. Within ten days after the Home Language Survey and the LAB-R assessment are given, the ELL teacher now knows which students are eligible for ESL services. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Two orientation meetings are offered for the week following when the letters were sent home— one in the morning and one at night to accommodate parents at home and work. Parents are given a date by which to return these forms, which is within the same week as the orientation meeting, to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2010-2011 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language. The ESL teacher, with the parent coordinator, has a meeting with the parents and explains the options for transitional bilingual education, transitional self contained ESL, or stand alone pull-ou ESL services. This information is explained in the native language when appropriate.

4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. TSMS only has a freestanding ESL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ESL or a bilingual program is better for their child's needs, the ESL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though.

5. Within ten days after the Home Language Survey and the LAB-R assessment are given, the ELL teacher now knows which students are eligible for ESL services. The ESL teacher, with the parent coordinator, has a meeting with the parents and explains the options for transitional bilingual education, transitional self contained ESL, or stand alone pull-ou ESL services. This information is explained in the native language when appropriate. All forms are provided in the native language when possible as well. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the ESL program at TSMS for their children. Four new Kindergarten students, one fifth grader, and two fourth graders entered the ESL program at TSMS in the Fall of 2010. Parents of all seven students opted for the ESL program at TSMS after reviewing their options. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept by the licensed ESL teacher for review if necessary.

6. Data indicates that the parents at TSMS, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program, the school has not needed to build additional programs. The school program and the parent preferences are currently aligned. However, if we found that preferences were beginning to change, this would be an issue discussed at the school PTA and SLT in order to address the parents' preferences.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained								10						10
Push-In							12		7					19
Total	0	0	0	0	0	0	12	10	7	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		0	19		10	8		6	29
Total	2	0	0	19	0	10	8	0	6	29

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	6	3					15
Chinese							2	2						4
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic							1							1
Haitian									1					1
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	2					6
TOTAL	0	0	0	0	0	0	13	9	7	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Instruction is delivered mostly by the workshop model of a minilesson, guided practice, and then independent practice. The ESL teacher works with small groups of students in the classroom. The ESL teacher supports the students in understanding the minilesson taught by the classroom, Humanities teacher. The ESL teacher scaffolds the classroom curriculum with additional learning support like graphic organizers, leveled books, and more simple directions. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. . Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ELL instruction daily as mandated by their LAB-R or NYSESLAT score. At times the ESL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ESL teacher will conduct a pull-out ESL lesson in order to address more specific areas of English language development. Instruction is delivered by the ESL teacher in a small group. The ESL teacher teaches a mini-lesson to the students about speaking, listening, reading, or writing and then the students carry out independent practice of the skill taught.

b. The ESL groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. Students also receive 90 minutes of ELA instruction each day in their classrooms. The ESL teacher almost always pushes into the Humanities classroom to support the literacy work that is happening in the classroom. At times, the ESL teacher will push in during math, science, or social studies in order to support English language development in these content areas as well. The ESL teacher never pulls students from their specialty classes so this often influences the group members, but the group members are still matched as closely as possible with English level and age within the schedule.

2. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. The ESL teacher co-plans with the classroom teachers in order to address student needs and ensure that the ESL curriculum supports the classroom curriculum. Since it is push-in, the ESL teacher works with the small group of ESL students in the classroom during the literacy instruction block each day. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ELL instruction daily as mandated by their LAB-R or NYSESLAT score. The size of the ELL class ranges from 2 to 6 students, allowing the ELL teacher to address the students' different learning styles and differentiate instruction. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction.

3. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 90 minutes of ELA instruction in the classroom each day. Students receive one (60 minutes) or two periods of push-in ELL instruction daily as mandated by their LAB-R or NYSESLAT score. The ESL teacher creates a schedule in order to meet groups of students at all levels for the required amount of time. This schedule is created in accordance with the classroom schedule to ensure that the students are not missing any important classroom information, community building, or enrichment activities. The certified ESL teacher works closely with the classroom teachers and school administration to develop a push-in schedule which will benefit student learning. Students are not pulled from their special subjects as these are considered vital environments for students to develop their social language and engage in hands-on activities. Students usually receive reading and writing support within their classrooms so that the support is directly related to the classroom curriculum. Sometimes the students are pulled from reading and writing instead of the push-in model, in order to receive scaffolded reading and writing instruction in the ESL classroom. When students are pulled from content area lessons, they receive supported instruction in the content area in question. The ESL teacher and general education teacher plan together in order to ensure that the students get the support they need, while also meeting the pace and expectations of the classroom.

The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding, modeling, and conferring. The types of scaffolding that are used in TSMS pull-out ESL program includes modeling, bridging (ex.: Think-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffold through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Authentic literature, thematic units and author studies are a large focus in the ELL classroom. In addition, there are a wide range of books that target each grade and language level.

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and

vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL pull-out environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic.

The certified ESL teacher employs the Teachers College Reading and Writing Method for lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

4. a. There are currently no SIFE students at TSMS, but if a SIFE student joined our school, we would make programmatic choices so that ESL instruction supported the students academic and social needs. The student might learn reading and writing with students at the same reading level for a couple of sessions a week, but the student would also participate in talking/listening activities with students that are the same age. The licensed ESL teacher and the classroom teacher would create a plan that supports the students in developing social skills in English in order to make friendships with peers. At the same time the two teachers would work together to create a curricular plan that ensures that the student can be catching up in the necessary academics in order to catch up with the appropriate grade level.

b. Newcomers engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. For ELLs with special needs, including Students with IEPs, SIFE students and ELLs who have been in US schools for less than three years, there is even greater consideration and supplemental techniques, strategies and scaffolding used during instruction. These students are often given more individualized support and instruction to help meet their educational needs. The ESL teacher works closely with the classroom teacher in order to support our newcomers in preparing for the NYS ELA and Math exams. The ESL teacher works with the newcomers during reading and writing in order to support these students in building vocabulary, determining new vocabulary in context. envisioning as we read, and writing for clarity. Our goal is to support the newcomer students so that they develop the ability to socialize with peers, build lasting friendships, participate in class, and develop independence in reading with comprehension and writing for an audience. As the newcomers build confidence in their new learning classroom, they also gain confidence in their academic work, which will help them as test takers.

c. For our students who have received ESL services for 4-6 years or more the ESL teacher provides in-depth narrative reports in the middle of every school year. The narrative reports address the students' progress in all skill areas relating to academic and social language development. Generally, the reports are about 2-3 pages and provide a detailed look into the classwork being completed and the students' developing proficiency in English. These reports along with meetings with parents and teachers help to keep parents involved and informed regarding their child's English language development. The ESL teacher co-plans with the general education teachers in order to plan lessons that directly address the areas in which the students still need support in the following areas: For LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student. For LEP students who have not met the performance standard in speaking: LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions.

Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar and pronunciation. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating. For LEP students who have not met the performance standard in reading

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching). For LEP students who have not met the performance standard in writing: In collaboration with the general education teacher, the ESL teacher provides support in a push-in model in order to work directly with the students on authentic writing pieces. The ESL teacher supports the LEP students in all writing genres, like personal narratives, poetry, and various expository essays. The ESL teacher supports students in applying their decoding skills to their spelling, remembering and applying punctuation and grammar rules, and revising to ensure that sentences are not missing any words. In general the ESL teacher is supporting the LEP students in making sure their writing can be understood by their audience in order to maximize the power of their voices through writing.

d. Since it often takes 7-10 years for students to develop academic competency in a second language, it is understandable that some of our ELL students have been receiving services for over 6 years. Most likely these students need help with understanding the advanced course content that comes at the middle school level. The school has a support team, which examines the need for further targeted instruction in content areas, as well as whether or not the student requires special attention from a certain staff member or special accommodation in the classroom. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges. The ESL teacher continues to see the ESL student, supporting the content area curricula with scaffolds and modified directions/projects. Additionally, the ESL teacher works with the classroom teachers to modify the curriculum and grading policies for these students.

When LEP students are identified as having special needs or disabilities, they work in small reading groups with the SETSS teacher. These students might also work on the Wilson Reading program, for example. Teachers at TSMS carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. TSMS also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allow all students to thrive academically. The ESL teacher continues to develop the students' English speaking, listening, reading, and writing skills by using developmentally appropriate texts and activities. The ESL teacher will use picture cards and big books to help develop speaking and listening skills. To develop reading and writing skills, the teacher uses books that are appropriate for the students' reading level and the ESL teacher supports the students in correcting the grammaticality of their classroom writing. The ESL teacher will also support the LEP students with disabilities in answering writing prompts to ensure that the answers follow correct English syntax and grammar to make sense. When there are LEP students with physical disabilities, the ESL teacher makes whatever appropriate changes in setting and instructional methods to support the students' ability to learn the information being delivered. There are several students at TSMS that arrived with IEPs stating that their educational needs were not related to learning English, and since some of our students were also long-term ELLs, TSMS also identified some students with the same issue. These students are called "excoded" students. All of our "excoded" students at TSMS continue to receive speech services. The speech teacher and ESL teacher work closely together to ensure that the former ELLs continue to receive the support they need. The two teachers design lessons together and continually discuss student progress and assist in each other's lessons to make sure the students are progressing and getting the appropriate services.

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

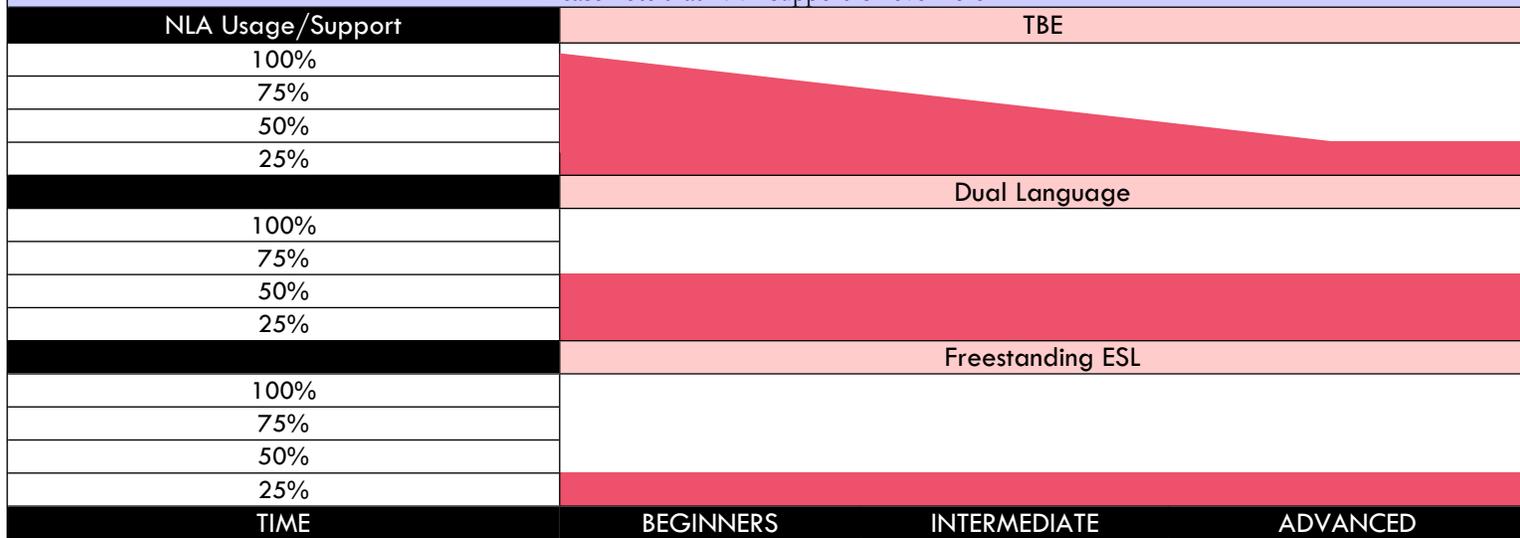
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's extended day program so that they can also receive additional support from the classroom teacher in a small group before the school day begins. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at TSMS, as we only have a freestanding ESL program available.

6. Former ELLs: Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow. The ELL teacher also visits the classroom periodically and supports the former ESL student with the classroom curriculum. The ESL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ESL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports. When the student is able to reach grade level standards in class independently, ESL support is no longer necessary.

7. Field trips and community walks are being integrated into the ESL curriculum. The ESL teacher will lead LEP students on neighborhood walks, scavenger hunts, and field trips that will require the students to interact with community members in English. These activities will provide authentic environments in which students must use their English skills in order to accomplish certain tasks. For example, the ESL teacher will take students to the supermarket, or students will have to follow directions to arrive at a certain location in the neighborhood, or students will visit the neighborhood radio station to make an announcement on the radio.

8. There are many new programs that the school has developed for ESL students. In response to the general education teachers' concerns, the ESL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support directly in the subject areas at the time of instruction. We have language with motion to teach the alphabet to kindergartners. The ESL teacher is also getting more involved with the Social Studies curriculum for the fourth and fifth graders to help them understand the content. The ESL teacher is also continuing a balanced literacy program with the ESL students in order to connect to the classroom work of reading at their "just right" level. The ESL teacher supports the Writing Workshop by helping students focus on making the writing they have done in class understandable for their readers. The ESL teacher is working with the 4th and 5th graders to create a comic book that demonstrates their understanding of the social studies content. The ESL teacher has also created more picture/word games to develop student speaking skills in English as well as word family workbooks to support the ESL students with decoding skills for reading and spelling. There are few programs that the school has decided to discontinue, but we are working to minimize pull-out ESL programs in favor of push-in programs. We are doing this so that the students spend less time out of the classroom and so that the students can focus on targeted English skills through the classroom curriculum.

9. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. To ensure that families are aware of all the programs offered, these flyers are also sent home in the native language when possible. Also the parent coordinator and ESL teacher can provide translators for parent questions about these activities. In this way they are able to develop their social skills and social language for further success. There are opportunities for both parents and students to participate in school activities throughout the year. Town meetings are held every week with the whole school in attendance, seasonal parades and celebrations, and 'open mic' nights are open to all ESL students and their families. Other events include poetry slams, physical education clubs, after school, dance, ballroom dancing, camping trips, excursions and field trips, and cooking. ESL students also participate in classroom-based clubs along with their peers. Many clubs are facilitated by students and include puppet-making, Harry Potter, bookmaking, art, reading, building, drawing. In this way, students are encouraged to develop their social language skills and confidence amongst their peers.

10. TSMS has a large collection of books for our ESL students to read at their levels. The ESL library also has many high interest, low level books for students to read in pairs or groups. We have picture cards, cubes, blocks, and foam letters for our newcomer students as well. We also have manipulatives for math exploration. There is a strong focus on technology at TSMS. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

11. TSMS currently only has a freestanding ESL program, but the ESL teacher sends home letters and informational flyers in the home language. Additionally, students are encouraged to continue developing literacy in the native language at home, and the ESL teacher sends books home in the native language. The ESL department has books in Spanish to help students continue development in Spanish at home and in school. The ESL department is looking to buy books in more languages that are represented in our school like Chinese, Japanese, and Hebrew. Additionally, the students are encouraged to bring books from home in their native language to share with the class. The ESL teacher celebrates Native Language week, in which the students read a book from their native language to the class to teach the class about their home language and culture and help the students empathize with what it is like to listen to a story in a language other than your primary language.

12. We have a wide range of materials available to support the students' language and developmental needs at all levels. We have several baskets of books at different reading levels for listening centers with books on cd and sets of cd players that would be interesting to different age, maturity, interest, and reading levels. We have many big books and books from many genres, like non-fiction, fantasy, mystery, alphabet, and realistic fiction books. We also use internet resources that support the classroom curriculum. We have several laptop carts in the building for students to do online research on topics of their interest. We support developing literacy with websites like tumblebooks or Reading A-Z in which the students can read online, choosing from a wide range of online books. The library also has a variety of reading materials for all levels and interests. The ESL teacher uses all of these resources to help the students with their classroom curriculum at each level. For example, the ESL teacher uses A-Z books for all grade levels, but uses increasingly more complex books for the groups that are more advanced in English. The ESL teacher uses laptops for internet research for the students that are capable. The ESL teacher finds several websites that support the classroom subject matter. To support students with independent reading, the ESL teachers use the website Childrens Library so that students can read books online in their native language as well as books in English. The ESL teacher also, for example, found websites for the sixth grade students about biomes to help the students experience what the subject was about with more visual supports on the websites. The ESL teacher also found websites to support eighth grade students learning about WWII.

13. Prior to the beginning of the school year, the parent coordinator communicates with parents of newly registered ELLs. Parents come to the school for a tour and an orientation meeting. Parents are given the opportunity before school or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language for all of these meetings. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home. The ESL teacher also provides information about community centers that can support the families with learning English.

14. TSMS has Spanish foreign language courses for the students. This time provides a rich environment for language production and absorption and is the cherished time of day of almost every student in the school. The LEP students are never pulled out during this time,

since this is the best opportunity for them to use and hear a new language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers and staff, like paraprofessionals, administrators, counselors, special education teachers, secretaries and the parent coordinator will be provided with professional development to support the understanding of the new citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction. The ESL teacher also works with the paraprofessionals, guidance counselor, parent coordinator, and secretaries to ensure that all parties carry out the proper procedures for incoming families in regard to informing the ESL teacher of their presence to give the Home Language Survey. The paraprofessionals and parent coordinator and secretaries also support the ESL initiatives by helping to provide translations for the families that need information in their native languages. The ESL teacher meets with staff for two hours every Thursday after school and participates in professional development. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ESL teacher has given demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. The ESL teacher also conducts a minilesson in another language that the staff does not understand (Arabic) so that the teachers can empathize with the experience of learning a second language simultaneously with new subject matter. This helps the teachers develop scaffolds like visual cues for the minilesson. The ESL teacher also plans to give a workshop on ways that classroom teachers can support the students in general education settings. Many teachers also attend workshops about interventions for students who are learning English as a Second Language. For example, all the Special Education teachers attended workshops about RTI in order to assist the students with interventions before these students get referred for Special Education services. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate.

Teachers are also provided support throughout the year on an individual basis. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students. Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. There is an ESL binder of resources in the UFT teacher center for lesson planning and instruction, as well as ideas for teaching math, literature, social studies and other content areas to ESL students. Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLs, differentiation, and lesson planning.

2. As our 8th grade ELLs prepare for high school, the ESL and classroom teachers work with the students on essential school survival skills like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The students start using a planner to track what assignments are due in the short and long term. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new high school in order to get a sense of the building's layout and what the new school's expectations are.

3. TSMS staff meets every other Monday afternoon from 3:30 – 4:30. Half of these meetings are designated for professional development, while the other half are devoted to grade level meetings. The entire staff is focusing on aligning expectations across the grades. These are often group projects in which the students must communicate and work together. Language development, like vocabulary, social language, and new academic vocabulary are an essential part of open work. The staff is spending more than 7.5 hours discussing this critical language development piece of our curriculum for the year. Teachers are working together to see how they can help the students communicate successfully, learn through exploration like independent research, and orally present their findings to the class during share time after the open work period. These professional

E. Parental Involvement

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

Parents are an integral part of TSMS community. In order to include all parents in school activities, meetings, and projects, information is sent home in the native language so that parents of ELLs can participate. Many parents conduct projects with their children's classes, like art projects or environmental studies projects. Parents help plan and facilitate a wide variety of community activities, such as the fall fair, clubs within the school, open "mic" nights, talent show, Carnival, bake sales for Parent Teacher Conferences, spring cleaning, and the beginning of the year school barbeque. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and a variety of other school based groups. TSMS makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year.

2. The ELL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITY CENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. TSMS has information about these community based organizations in order to help the parents of our ESL students. In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either New York University or Columbia University.

3. The parent program selection surveys, responses to the continuation of services letter, comments in the PTA, and discussions with the Parent Coordinator are taken very seriously at TSMS. The Parent Coordinator speaks with the parents often and shares this information with the ESL teacher to make sure that the parents of ELLs are comfortable with the services provided. In addition, the ESL teacher sends home monthly letters to the parents of ESL students to ensure that the parents are informed of the ESL curriculum and ways they can help at home. The ESL teacher always provides her email address so the parents can discuss concerns or questions at any time. Additionally, the principal and parent coordinator keep track of parent concerns and trends at the Parent Association meetings. These concerns are discussed at staff meetings when programmatic decisions are made for the following year. We try as hard as possible to learn about the parents' needs directly from the parents.

4. Many of the parents' needs center around wanting to be connected to the classroom curriculum and be involved in their children's learning. In response to this need, the teachers' rooms are always open to parent participation at any time, as long as the parents sign up in advance. We also have an active PTA where parents can express their needs and work with the school faculty to create programs that will meet these issues.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1					2
Intermediate(I)							3	3	2					8
Advanced (A)							9	6	4					19
Total	0	0	0	0	0	0	13	9	7	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	8	1		13
7	7	2			9
8	1	5	1		7
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			7		5		1		13
7	1		8						9
8	1		3		3				7
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, ECLAS exams, informal and formal assessments that help to determine their early literacy skills at young ages. The NYSESLAT and LAB-R data demonstrate that most of the ESL students are advanced and near grade level, unless they have special education needs or have just arrived to America. The classroom assessments that inform ESL instruction are the TCRWP running records and comprehension checks for determining reading levels. The TCRWP reading assessments have demonstrated that all of the ESL students are below grade level for reading. The ESL teacher is supporting the students in reading by focusing on word families to help students decode

are aligned with ESL and ELA standards as well as content-area standards being addressed in the classroom.

2. Most of the students scored at the advanced level or even passed the Speaking/Listening section. On the Reading/Writing portion in the Spring of 2010, most students scored at the intermediate or advanced level. The students who continue to score as beginners on the Reading/Writing portion are Special Education students for whom test taking is a challenging task, and whose abilities are not clearly reflected in this type of normative assessment or were newcomers for the 2010 test. We have seen consistent gains with the general education students for NYSESLAT scores. In reference to this data, though, ESL instruction has focused on improving ELLs' reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in ESL instruction at TSMS. The ELL teacher uses rubrics with the students to evaluate writing for clarity and content. The ELL teacher also uses guided reading and conferring methods with ELLs to ensure that students are reading with a high level of comprehension and can participate in book talks about the reading.

3. The data indicates that the proficiency levels in reading and writing are slightly lower than in listening and speaking. Instructional decisions are made based on improving reading and writing. The students receive scaffolding and support in their pull-out reading and writing workshops. The small group instruction helps to give each student focused, tailored feedback. Additionally, instruction in the mainstream classroom is differentiated based on the needs of the students. Classroom teachers are provided with support from the literacy and math coaches and the instructional specialists to ensure that all students' needs are met. The ELL teacher works with the students to ensure that the students are reading at an appropriate level for their understanding. At the same time, the ELL teacher supports the ELLs in navigating complicated Social Studies, Science, and other expository pieces of writing. The ESL teacher supports the ELLs in developing skills for breaking apart difficult pieces of academic writing so that they are able to still catch the main idea and supporting information from any text. At the same time, the ESL teacher does the same thing with the students in their writing. The ESL teacher helps the ELLs create expository writing, and clear responses to Social Studies and Science questions that demonstrate their understanding of the content.

4. The data from the NYSESLAT and LAB-R shows us that, across grade levels, our students are doing well in the listening and speaking areas of the NYSESLAT, but need more support in the reading and writing. We had only one student eligible to take the LAB-R in the native language, Spanish. There are no other students assessed in their native language, so we can not make a comparison. This student did no better in the native language than English. Periodic interim assessments are also used to drive instruction. The teacher accesses and prints out score reports for all students after each assessment is administered. Pearson's online score reporting system allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities. The classroom teachers and administration are also using this data to place these students in small groups for targeted instruction in certain reading and writing skills, like inferencing, or providing specific examples in essay writing in order to provide the support within the class curriculum on top of the ESL support being given. Classroom assistants, reading volunteers, and student teachers are also instructed on how to support these students in the specific areas that have come up from the assessments. The school is learning that as the content gets more complicated, the ESL students can often fall behind. Administration and teachers have noticed the need to support ESL students in the classroom with key vocabulary that is essential for understanding higher level reading texts, Social Studies and Science. Word walls have become a required part of any classroom for all subject areas in response to this need. Additionally, the teachers spend a lot of time teaching students how to infer the meaning of new words based on context clues. Since there are so many native languages represented in our school, the classroom teachers are unable to have resources in every native language, but students are encouraged to use bilingual dictionaries, picture dictionaries, and the internet to support their understanding of vocabulary and content.

5. TSMS does not have a dual language program.

6. TSMS considers both test scores as well as development over the years through examination of student portfolios to determine success within the program. When consistent gains are not being made, the students' particular needs are addressed and an individual education plan may be developed for that child. Many interventions may also be tried before developing an IEP for a child. Sometimes students need further physical stimulation, more one-on-one instruction, confidence building exercises or hands-on activities to help them reach their potential. TSMS is truly a collaborative environment where everyone is invested in the success of the students. Children who do not make gains are discussed thoroughly at Pupil Personnel Team meetings and are observed by social workers, psychologists, and other support team members as deemed appropriate. Feedback from teachers, administration, and parents is heavily considered when examining the success of the ESL program for each individual student. Multiple intelligences are always considered.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		