



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ISAAC NEWTON MIDDLE SCHOOL FOR MATH AND SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M825

PRINCIPAL: LISA NELSON

EMAIL: LNELSON7@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Nelson	*Principal or Designee	
David McKinney	*UFT Chapter Leader or Designee	
Randy Rodriguez	*PA/PTA President or Designated Co-President	
Gina Wright	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Seth Miran, Citizen Schools	CBO Representative, if applicable	
Melanie Flamm, Chariperson	Member/Teacher	
Edgar Leon	Member/Teacher	
Rolando Seirra, Title I Rep	Member/Parent	
Dorlin Reyes	Member/Parent	
Elizabeth Angel	Member/Parent	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To strengthen teacher practice by using six competencies of Danielson's Framework for Teaching (1) as the basis of professional development for teachers, (2) as the focus of teachers' goals, (3) as the lens for frequent quick visits (informal observations).

To strengthen teacher practice by using six competencies of Danielson's Framework for Teaching (1) as the basis of professional development for teachers, (2) as the focus of teachers' goals, (3) as the lens for frequent quick visits (informal observations).

Three domains/six competencies will be the focus of this work. They are:

- 1. Planning and Preparation (1e: Designing Coherent Instruction)*
 - 2. The Classroom Environment (2b: Establishing a Culture for Learning and 2d: Managing Student Behavior)*
 - 3. Instruction (3b: Using Questioning and Discussion, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction)*
-
- I. Professional Development (whole school, grade level teams, individual) will focus on developing a deep understanding of the competencies listed above. (ongoing through June)*
 - II. Teachers will self-assess their work around two self-selected competencies. They will write goals based upon these competencies including actions and assessment. (goals set by end of November, reflection ongoing through June)*
 - III. Principal and Assistant Principals will engage in frequent cycles of informal observation and provide feedback aligned with teachers' goals which are based on Danielson's Framework for Teaching (ongoing through June)*

Comprehensive needs assessment

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

2011 Environmental Survey

Formal and informal observations

NYC Instructional Expectations 9.2011

- *PD Agendas and documents produced to "unpack" language of Danielson's Framework for Teaching*
- *Teachers responses to PD focused questions on school Environment Survey*
- *Teachers self-assessment and goals*
- *Written feedback to teachers.*
- *Teacher observations*

Instructional strategies/activities

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

- I. Professional development will be planned for teachers and other staff members during whole school PD, grade level meetings and individual conferencing that:*
 - *Enables teachers and staff members to understand the language of Danielson Framework for Teaching*
 - *To relate Danielson's Framework for Teaching to practices and strategies that are already in place in our school*
 - *To design a plan to improve the implementation of the practices and strategies from Danielson's Framework for teaching*
 - *To self-assess against Danielson's Framework citing evidence for the assessment*

- II. Teachers will self-select two competencies as the focus for their work for the year. They will:*
 - *Self-assess their practice using the rubric for each competency citing evidence for their assessment*
 - *Write a two goals including action steps and assessment related to the two competencies they have selected*

- III. Principal and two assistant principals will do short informal observations of at least four teachers each week. Written feedback will be given to teachers.*

Staffing: Principal, two assistant principal, Humanities Coach, Network Instructional Team, teachers

Scheduling:

- I. PD – Election Day, Monday morning grade level meetings, whole school PD twice monthly, professional development half-days*
- II. Assessment and goals will be completed by the end of November. Reflection through conferencing and informal observations will be ongoing through out the year.*
- III. Informal quick visits: At least four per week per administrator. Weekly schedule set during Monday morning cabinet meeting.*

Funding: Fair Student Funding, Title I, Contract for Excellence

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Framework for Teaching defines best practices for highly qualified teachers. Through on-going professional development, self-reflection and assessment against an established rubric, and continual feedback, staff will continue to improve.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Network instructional coaches are working with Administration, Lead Teachers, and individual teachers to implement this system of teacher reflection and growth.

Budget and resources alignment

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

Staffing: Principal, two assistant principal, Humanities Coach, Network Instructional Team, teachers

Funding: Fair Student Funding, Title I, Contract for Excellence

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Teacher teams will work collaboratively to develop a coherent, vertically aligned, standards-based curriculum map for ELA for all three grades. The map will include at least one unit per grade that is aligned to the CCSS and culminates in a performance based task requiring students to write an argument drawing upon evidence from non-fiction texts.

All humanities teachers will:

1. *select a task and plan the integration of this ask into the curriculum*
2. *Implement the culminating task embedded in a Common Core-aligned unit*
3. *Examine student work resulting from the Common Core-aligned tasks*
4. *Note and share trends and areas for refinement in teacher practice and planning*

Comprehensive needs assessment

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

2011 NYS ELA exam

Acuity Data

NYSS CCSS gap analysis of curriculum maps

NYC Instructional Expectations 9.2011

- *Meeting agendas*
- *Curriculum maps*
- *Lesson Plans*
- *Student work*
- *Observations*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *One teacher leader in math and literacy will participate in the network Common Core Working Group for a full day of professional development per month on designing and implementing CCSS-aligned tasks and units. (on-going monthly September through June)*
- *Teacher leaders will turn-key this PD in Content Area Meetings and during whole school designated PD time (ongoing September through June)*
- *Common planning time and content area meetings will engage in structured and purposeful activities, including looking at student work, designing curriculum maps, and planning units and lessons. (weekly September through June)*

Staffing: Principal, two assistant principal, Humanities Coach, Network Instructional Team, teachers

Funding: Fair Student Funding, Title I, Contract for Excellence

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Network instructional coaches and lead teachers will facilitate teacher understanding of CCSS, gap analysis between NYSS and CCSS, planning of integrated unit, implementation of task, analysis and reflection of resulting student work, problem solving and revision.

Service and program coordination

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

Network instructional team.
NYC DOE PD and CCSS resources

Budget and resources alignment

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

Staffing: Principal, two assistant principal, Humanities Coach, Network Instructional Team, teachers

Funding: Fair Student Funding, Title I, Contract for Excellence

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To increase student performance in English Language Arts

- *The winter Acuity predictive assessments administered in January/February 2012 will indicate that at least 25% of students are on track to score in PL 3 or 4 on the 2012 NYS ELA exam*
- *The percentage of students who score in Level 3 and 4 in ELA on the 2012 NYS exam will increase from 21.5% to 27%.*

Comprehensive needs assessment

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

2011 NYS ELA exam

Acuity Data

Student Portfolios

- *Agendas*
- *Lesson plans*
- *Curriculum maps*
- *Student work*
- *Student portfolios*
- *AIS binders*
- *Students' reading levels*
- *Acuity data*
- *2012 NYS ELA exam*

Instructional strategies/activities

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

- *A network team instructional coach will work with humanities coach to help design a year-long PD plan for the Humanities Team. (October/November)*
- *Humanities teachers will work together to analyze the item-analysis report for their students from the 2011 NYS ELA exam, and they will adjust curricular and instructional plans based on identified students' needs. They will repeat this process using Acuity results every six to eight weeks. (starting in October and ongoing through June)*
- *All sixth grade students will participate in Expanded Learning Time (ELT) programming through the school's partnership with Citizen School resulting in 12 additional hours of school each week. (ongoing September through June)*
- *Sixth grade humanities teachers will work with the Citizen Schools teachers to ensure that the academic support provided during ELT is aligned with work in the regular Humanities classrooms and with identified individual students' needs. (ongoing September through June)*
- *All seventh and eighth grade students who scored below PL2.3 in the 2011 NYS ELA exam will be assigned to an AIS group for 37.5 minutes three times weekly for remediation in targeted areas of achievement. (ongoing mid-September through June with evaluation and re-grouping every six to eight weeks)*

Staffing: Network instructional coach, humanities coach, humanities teachers, Citizen School teachers, Principal, two Assistant Principals

Funding: Fair Student Funding, Title I, Contract for Excellence

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Teachers will be coached by Network Instructional Team, administration, and Humanities Coach.

Service and program coordination

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

Network Instructional Team will support teachers and administration

Citizen Schools will work as second shift educators with all 6th grade students

Union Settlement will work with some 7th and 8th grade students in afterschool program and Saturday Academy

Say Yes For Education supports approximately 20 6th and 7th graders through afterschool tutoring, Saturday and Summer Academy, and on-going coaching for families.

Budget and resources alignment

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

Staffing: Network instructional coach, humanities coach, humanities teachers, Citizen School teachers, Principal, two Assistant Principals

Funding: Fair Student Funding, Title I, Contract for Excellence

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Improve school tone and safety

Students' composite score in the Safety and Respect category on the 2012 Learning Environment Survey will increase from 6.7 to 7.0.

Comprehensive needs assessment

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

2011 School Environment Survey
ORSS data

- *Ladder of Consequences*
- *Meeting agendas and minutes*
- *ORSS reports*
- *Interim Survey results*
- *Anecdotal data base*
- *Advisory Curriculum*
- *2012 Environmental Survey results*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Ladder of Consequences will be implemented with on-going feedback and revision (implementation September, feedback and revision ongoing through June)*
- *Teachers will use an on-line anecdotal form to improve communication and coordinate data to facilitate the identification of trends and areas of concern (implementation September, data analysis and intervention planning ongoing through June)*
- *Network YD and Safety Director and school's AP will revise advisory curriculum and monitor implementation (ongoing – all curriculum will be published to website at least monthly)*
- *The school will develop and administer an internal survey to all students with questions that mirror those on the safety and respect portion of the Learning*

Environment Survey. (January/February)

- *School Safety Team will meet to analyze the results of the mid-year survey to target areas for continued improvement and develop plans to address areas of weakness. (February and ongoing through June)*

Staffing: Network YD Director, Principal, Assistant Principal, teachers, students, Guidance Counselor, SAPIS worker, Social Worker.

Funding: Fair Student Funding, Title I, TL Guidance

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Danielson: Domain: The Classroom Environment Competency D: Managing Student Behavior
RAMAPO

Service and program coordination

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

SAPIS
Harlem Community Justice Center

Mt. Sinai Mental Health facilities
Attendance Court – Center for Court Innovation

Budget and resources alignment

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

Staffing: Network YD Director, Principal, Assistant Principal, teachers, students, Guidance Counselor, SAPIS worker, Social Worker.

Funding: Fair Student Funding, Title I, TL Guidance

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	112	112	0	0	7	2	9	0
7	37	18	17	0	6	3	2	0
8	28	18	11	0	12	1	3	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <p>37.5 minutes Wilson Just Words Acuity Tutoring by teachers & HS students Citizens Schools/ Union Settlement Say Yes To Education</p>	<p>Extended Learning Time - Small group instruction is provided by grade level in the morning before the school day begins. (63 students)</p> <p>Acuity – individually designed tasks and assessments (120 students)</p> <p>Just Words – Advance de-coding program (6 students)</p> <p>Wilson- small group meets during extended learning time. (10 students)</p> <p>Tutoring – one-to-one, and small group occurs during the day and after-school, as needed.</p> <p>After-school and Saturday program with a strong homework help and academic support component</p>
<p>Mathematics</p> <p>37.5 minutes Tutoring by teachers & HS students Citizens Schools/ Union Settlement Say Yes To Education</p>	<p>Mathematics teachers provide early morning instruction to students in small groups. About 35 students are receiving remedial instruction in mathematics.</p> <p>Tutoring – one-to-one, and small group occurs during the day and after-school, as needed.</p>
<p>Science</p> <p>Tutoring by teachers & HS students Citizens Schools/ Union Settlement Say Yes To Education</p>	<p>Science teachers provide early morning instruction to students in small groups.</p> <p>Tutoring – one-to-one, and small group occurs during the day and after-school as needed.</p>
<p>Social Studies</p> <p>Tutoring by teachers & HS students Citizens Schools/ Union Settlement</p>	<p>Humanities teachers provide early morning instruction to students in small groups.</p> <p>Tutoring – one-to-one, and small grou occurs during the day and after-school as needed.</p>
<p>At-risk Services provided by the Guidance Counselor</p> <p>Group and/or individual</p>	<p>Students are assigned through the pupil-personnel committee for up to 6 weeks of service.</p> <p>When further attention is needed we enlist the services of our on-site, Mt. Sinai social workers.</p>

<p>At-risk Services provided by the School Psychologist</p> <p>Group and/or individual</p>	<p>Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of our on-site, Mt. Sinai social workers.</p>
<p>At-risk Services provided by the Social Worker (ATR)</p> <p>Group and/or individual</p>	<p>Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of our on-site, Mt. Sinai social workers.</p>
<p>At-risk Health-related Services</p>	<p>On-site health facility through Mount Sinai.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

All sixth grade students have mandated Extended Learning Time and attend school and additional 12 hours per week. There is an hour of overlap between first shift educators (Isaac Newton teachers) and shift educators (ELT teachers) in order to have a seamless transition and ensure continuity of curriculum.

All teachers in all grades are being trained to use acuity data to identify and address areas of weakness.

We are providing training for science teachers to better understand how they can support students' literacy.

We are focusing more of our work on non-fiction texts.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Title 1 funds for professional development are used for an Assistant Principal who works closely with the Special Education Department to facilitate improved teaching and learning. It is also used to provide coverage for teachers to attend out of school Professional Development that is aligned with learning how to improve student achievement especially in ELA. This work is aligned with our schools goals and areas of need as determined by the NY State Report Card and by the NYC Progress Report.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each of our three new teachers are paired with an experienced teacher who works at the same grade level and in the same content area. Mentoring includes observation, intervisitation, lesson and unit planning, and the setting of SMART goals with ongoing revision of these goals. Our new teachers are also supported by grade level assistant principals and our Humanities Coach (when applicable).

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.

We will communicate in writing (English and Spanish). Letters will be mailed home. Additionally, we will communicate during PTA and SLT meetings.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello-Anselmi/M. Cofield	District 04	Borough Manhattan	School Number 825
School Name Isaac Newton Middle School			

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

Principal Lisa Nelson	Assistant Principal Nadine Kellogg
Coach Patrice LoCicero- Literacy	Coach type here
ESL Teacher Mary West	Guidance Counselor type here
Teacher/Subject Area Melanie Flamm/Humanities	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cheryl Forsyth
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	370	Total Number of ELLs	37	ELLs as share of total student population (%)	10.00%
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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. Isaac Newton Middle School for Math and Science (INMSMS) is a Middle School Choice program; therefore, the majority of students entering our 6th grade are accepted during the Middle School Choice process the previous spring. The ESL teachers review the data on ATS as well as existing Home Language Identification Surveys in order to identify all ELLs in our school. The New York State English as a Second Language Achievement Test (NYSESLAT) scores are generated from ATS to determine the mandated scheduling of ESL instruction.

For those students who register at INMSMS during the year, and/or are new to the system, the family of the student is given the Home Language Identification Survey (HLIS) form by either Ms. LoCicero or Ms. West (both licensed ESL teachers) at enrollment and an informal interview (in the family's native language) is conducted. Many of the INMSMS staff members are bilingual (English/Spanish) such as both ESL teachers, one Math teacher, one Spanish teacher, and one Administrator who also speaks French, Portuguese and Italian. Therefore, depending on the family's native language, these staff members and/or translation services are utilized in order to facilitate this crucial oral interview. After administering and collecting the HLIS, if it is determined that the student does in fact speak a language other than English at home and is therefore Language Assessment Battery-Revised (LAB-R) eligible, our full-time ESL teacher administers the LAB-R exam within 10 days of admittance and scores the test to determine if the student is eligible for ESL. If the student's native language is determined to be Spanish, and the student scores below proficient on the LAB-R, the student is given the Spanish LAB in order to determine which language is dominant. Once administered and scored, the LAB-R is submitted to the borough testing administrator.

2. In almost all cases, INMSMS students are accepted during the Middle School Choice process during the spring. However, for the new families who register at Isaac Newton during the year, if it is determined that the family speaks another language at home during the HLIS survey and informal interview, and the student is eligible for ESL as determined by the LAB-R, parents are given an Entitlement letter and are informed of the three choices available (Free Standing ESL, Transitional Bilingual and Dual Language). They are then shown the Department of Education's DVD on Second Language Learner's and are able to ask questions regarding the three program options available. The ESL Coordinator, Ms. LoCicero, facilitates this meeting. Once the video has been shown, the family will complete the parent survey and selection form. Because newly enrolled students need to be placed into appropriate language programs within ten days of initial enrollment, the ESL Coordinator ensures that parents are informed of and fully understand the three available program choices as promptly as possible.

3. If a new student scores below proficiency on the LAB-R and is therefore eligible to receive ESL services, Ms. LoCicero, the ESL Coordinator, as well as Cheryl Forsyth, the Parent Coordinator provide the family with the Entitlement Letter and Parent Survey and Program Selection Form, as well as the Placement Letter immediately after conducting the initial assessment. In most cases, all documents are delivered and signed during the initial meeting, but if not, they are sent home. If the parents do not initially return the Parent Survey and Program Selection form, the Parent Coordinator follows up with a telephone call and a letter followed by a letter sent by registered mail.

For ELL students who have scored below proficiency on the NYSESLAT, they are sent a Continued Entitlement Letter. Students who score above proficiency on either the LAB-R or NYSESLAT are sent a Non Entitlement/Transitional Letter. Copies of each letter are filed and stored at the school.

4. INMSMS offers a freestanding ESL program. If a parent were to express interest in a bilingual program, we would make a note of it, and the family would be referred to MS 45, which has a Spanish language bilingual program in place. We also refer students to MS 117, which has a Spanish language bilingual program. If the family is Spanish dominant, both of the ESL teachers as well as the Assistant Principal are qualified to consult parents in Spanish. Additionally, the Assistant Principal, Ms. Kellogg, speaks French, Portuguese, Italian and English and translates and communicates with most families who are registering at INMSMS. If the family speaks a language other than Spanish, French, Italian or Portuguese, a translation service is consulted.

5. Within the past three years, we have only had two students whose families were new to the New York City School System and therefore completed the Parent Survey and Program Selection form at Isaac Newton. Both families selected freestanding ESL.

6. Based on the information we currently have, yes, the program models offered at INMSMS are aligned with parent requests. Because the majority of ELLs at INMSMS have more than four years of ELL services, Parent Survey and Program Selection forms were completed upon initial enrollment, usually in elementary school. Therefore, the ESL teacher and Parent Coordinator are currently in the process of contacting previous elementary schools in order to have all Program Selection forms on file. Based on the information provided in ARIS many ELL students who are new to Isaac Newton but have been enrolled in the NYC Department of Education, come from freestanding ESL programs. For those students coming from Dual Language or Transitional Bilingual elementary programs, parents are informed of our freestanding ESL program during fall tours of INMSMS as well as at the information session held in the spring for the incoming 6th grade class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
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This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In							3	3	3					9
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	7
SIFE		ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									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	10		4	18		3	9		2	37
Total	10	0	4	18	0	3	9	0	2	37

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
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							12	14	6					32
Chinese							1		1					2
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French							1							1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	14	16	7	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.a. For the current 2011-2012 school year, INMSMS has a total student body of 356 students, 43 of whom are ELLs, or approximately 12% of the total population. Our full time ESL teachers coordinate a comprehensive ESL program that includes Push-In and Pull-Out services to meet the needs of all ELL students as determined by the NYSESLAT exam and teacher observations. Both ESL teachers collaborate with content-area teachers in all three grade levels to enhance opportunities for academic vocabulary acquisition, foster reading comprehension skills and improve writing. The ESL teachers also work with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry, and scaffolding to meet the needs of both ELLs as well as other students based on NYSESLAT scores, ATS reports, ELA scores, classroom conferencing and student performance. Additionally, ESL teachers administer the NYSESLAT every spring.

In addition to co-planning with content area teachers, both ESL teachers also push-into the Humanities classes that contain ELLs in all three grade levels to ensure that lessons are student-centered and that ELL students are grouped heterogeneously within the classroom in order to provide ELL students with multiple opportunities to increase their acquisition of academic English along with their non-ELL peers. All classroom libraries are leveled; smart boards are used in the Science, Math and Humanities classrooms and all teachers

A. Programming and Scheduling Information

regardless of subject area use graphic organizers, process charts and other differentiated worksheets. Newcomer and beginning and intermediate level ELLs receive more targeted, small-group ESL in a pull-out setting. Examples of materials used include picture dictionaries, the Side-by-Side series, Rewards Reading program, Wilson Reading program as well as Nina Rosen's text, "Javier Arrives in the U.S. - A Text for Developing Readers".

1. b. ELLs at INMSMS are grouped in blocks per grade. The groups are heterogeneous in terms of proficiency levels and native languages. Our ELLs are generally Spanish speaking, although there are several students who speak African languages or French/French-Creole, Bengali, Chinese, Turkish, Tagalog and Arabic. INMSMS ELLs usually come to our school from the Middle School Choice process and as a result we are able to program cluster them into one ELL class per grade in addition to one CTT class per grade, both of which receive ELL support from one of our ESL teachers. Our program is structured for effective articulation between regular classroom teachers, our ESL teachers, and the families of the students.

2. ELLs at INMSMS are served by one of two full-time licensed ESL teachers. Both of our ESL teachers push into Humanities classrooms in all three grade levels as well as provide targeted, small group instruction in pull-out settings for beginning and intermediate level ELLs. Humanities is taught in 90-minute blocks, 5 times per week. The Humanities classes that contain ELL students are scheduled at different times during the school day, which allows for the mandated number of instructional minutes to be provided. Therefore, all Advanced level ELLs receive 180 minutes of ESL instruction per week, while Intermediate and Beginning ELL students receive 360 minutes of ESL instruction per week.

2. a. The Push-In/Pull-Out model is used for beginner, intermediate, and advanced ELL students. Mandated minutes of ESL are delivered to all ELLs, and mandated ELA minutes delivered according to the CR Part 154. The ESL teachers provide small group instruction which is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Learners.

3. Humanities classroom teachers and ESL teachers use the Balanced Literacy Approach which includes strategies such as: reciprocal teaching activities, jigsaw reading and writing projects, semantic mapping, predicting, graphic organizers, cooperative learning groups and multiple opportunities for accountable talk. The Humanities Department and ELL team meets weekly to discuss curriculum mapping, lesson planning and individual student progress. Additionally, the ESL teachers collaborate with all content area teachers during common planning time in order to provide teachers with strategies for academic vocabulary development and to ensure that all lessons in the Humanities classrooms include a language function.

Materials used:

Leveled Classroom Libraries

Time for Kids: Reading and Writing

The History of Us

History Alive

You Wouldn't Want to Be A...Series

If You Lived in the Time of...Series

Escape from Slavery: The Boyhood of Frederick Douglass

Orca Book Series

Bluford Series

AMP Reading Program published by Globe Fearon

The Science Department at INMSMS uses a "Project Based Inquiry Science" curriculum, which promotes a hands-on approach to learning science, one that is therefore authentic and based on students' interests. The Department hosts a Science Fair each year in which students work together on to create and present a project of their choosing thus providing ELLs with an authentic opportunity for language use and development. In addition to fostering language development, this project provides ELLs with another opportunity to build their content-area vocabulary, which must be developed in order to succeed academically. The Math Department at INMSMS uses Impact Math curriculum, which utilizes manipulatives and group work in order to teach math concepts.

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

native languages are supported within the ESL and content-area classroom via the use of bilingual glossaries and dictionaries.

B. Programming and Scheduling Information--Continued

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

8. ELLs who require additional help in Math and/or ELA are programmed for Extended Day AIS during the morning where they work in small groups to advance their skills and develop vocabulary necessary for academic success. Additionally, the ESL teachers collaborate with Math and Science teachers to assist them in creating graphic organizers and other scaffolds as appropriate. We also have America Reads tutors who work with newcomer ELLs individually to support growth in reading comprehension. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects in all content-area classes. Because we had a significant number of ELLs score 1's on the ELA exam last year, we have created two small pull-out group in the 7th and 8th grades that meet three times per week for 60 minutes in order to provide students with an additional opportunity to enhance their English writing and reading skills and build their academic vocabulary.

9. ELLs who have reached proficiency on the NYSESLAT are programmed with three periods of ESL per week in order to develop their writing skills and higher-level comprehension skills. Furthermore, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects, such as the end of year science fair/exit project. Moreover, the push-in model allows for additional support in the Humanities classrooms for former ELLs as they are generally placed in the homeroom class that contains most ELL students. They are also given extended time on all exams and access to bilingual glossaries for two additional years as mandated by New York State.

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11. We discontinued the web-based computer program, Achieve 3000. This program was funded through the ELL Success Grant in the 2009-2010 school year. This is the only program/service that has been discontinued due to lack of funding.

12. INMSMS offers equal opportunity to all students. During the school day, our ELL students participate in a push-in/pull-out model and with the combined efforts of ESL teachers, content area teachers as well as student-teachers, our ESL students receive academic instruction according to their language needs. Furthermore, we offer several after school programs such as Citizen Schools, which compliments student learning by means of apprenticeships and hands-on learning projects. We also offer the Bridges/Victory after school program, in which students participate in sports, field trips and are offered free tutoring services. Finally, we also offer a Title III after school program specifically designed to assist ELLs and former ELLs with their ongoing acquisition of academic English. ELLs are encouraged to participate in all programs and are afforded equal access as we ensure that all written announcements are translated in order to communicate effectively with ELLs and their families. Lastly, INMSMS recently received a grant that provided all 6th grade families with a laptop computer at home along with internet service.

13. The materials used include: Leveled Classroom Libraries; Time for Kids; Reading and Writing; The History of Us; History

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

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

Math:

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.

INMSMS is committed to on-going professional development. In previous years, many of our teachers attended QTEL training and the "All Kinds of Minds" workshops provided by our Network. Due to the ELL Success Grant three years ago, we were able to bring QTEL to Isaac Newton to work with the ELL team. We have continued to push QTEL strategies with Humanities and Science teams through our department and grade team meetings.

1. Both ESL teachers at INMSMS have been trained in Q-Tel, as have 50% of the Humanities teachers, all of whom work with the ELL population. Additionally, one ESL teacher and two Humanities teachers took part in a 6+1 Traits of Writing Workshop, offered by Educhange and continue to hold a monthly workshop to deepen the work of scaffolding and assessing instruction in meaningful ways to further student achievement at INMSMS. Furthermore, both ESL teachers continue to attend workshops relating to ELLs, including a recent workshop regarding building literacy in content-areas led by Fay Pallen. Learning from such workshops are then turn-keyed so that all staff members, including guidance counselors, secretaries, paraprofessionals and parent coordinators are well informed in terms of best practices for ELLs.

Upcoming PDs at INMSMS:

11/8- ESL Best Practices

12/1- Building Academic Vocabulary

3/16 - ESL Strategies in the content areas: Math and Science

2. Our ELLs are offered support in order to ease their transition into high school. Our bilingual guidance counselor is always available to provide support to INMSMS staff and families in terms of the high school application process. Additionally, all students participate in an advisory program for 60 minutes per week where they learn to set goals that will aid them in high school. Thirty percent of INMSMS students remain in the building to attend Manhattan Center for Science and Math. The remaining students have chosen to attend other high schools. Students who have IEPs and/or ELLs are encouraged to seek out the guidance counselor at the high school and the ESL teacher in order to ensure they receive their services once in high school. Students are encouraged to check back at INMSMS, and often keep us informed of their progress.

3. All teachers participate in content-area meetings weekly that cover scaffolding instruction for ELLs on an on-going basis. INMSMS has allotted eight ½ professional development days for the entire staff throughout the course of the year. We ensure that 7.5 hours are dedicated to learning strategies for ELLs and heightened awareness of the needs ELLs in INMSMS. Records are maintained by INMSMS administration.

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 you communicate with parents about their child's progress?

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?

1. We have an open-door policy at INMSMS and encourage parents and families to be more involved in the school. We hold Parent-Teacher conferences twice per school year, and invite parents to after school events such as Literacy and Math and Science nights. Furthermore, in October, for Hispanic Heritage Month, we sponsored a school-wide event honoring the diversity of Hispanic Culture and families were encouraged to bring in dishes native to their country, along with music. Also, there is a Parent Room where parents can meet and volunteer to help in the learning community. They organized a fundraiser and a diabetes awareness campaign that promoted community involvement in our student body. Additionally, the Parent Coordinator offers technology classes for parents every Wednesday at 10:00 am to assist parents in setting up email accounts to be better able to communicate with INMS staff. We are working to increase enrollment over the year. As for translation services, many of our staff members are bilingual (Spanish and English) and some staff members speak other languages such as French and Portuguese. We utilize the translation services offered by the DOE for written documents and interpretation services for meetings on a needs basis.

2. The school partners with Citizens School to offer quality, extended-learning after-school programs. The parents of ELLs who are serviced by the after school program are invited to attend WOWs in which students demonstrate their accomplishments. There are bilingual opportunities for parents at those programs. We partner with Harlem Community Justice Center, Urban Advantage, El Museo Del Barrio and Victory/Bridges to provide quality extended-time learning for all students.

3. We evaluate the needs of parents by conducting Parent Surveys that are translated into Spanish and other languages spoken by ELL families. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions in ARIS, Teacher Ease and other computer programs.

4. We make sure that all materials sent to families are translated to their native language and that there are translators available during Parent Teacher Conferences. Furthermore, families are invited to participate in post-school activities such as Math, Science and Literacy nights as previously mentioned. Because we have translators readily available at these events, we are able to communicate effectively with parents regarding their specific needs to assure they are in fact being met.

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 Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 36
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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12. INMSMS offers equal opportunity to all students. During the school day, our ELL students participate in a push-in/pull-out model and with the combined efforts of ESL teachers, content area teachers as well as student-teachers, our ESL students receive academic instruction according to their language needs. Furthermore, we offer several after school programs such as Citizen Schools, which compliments student learning by means of apprenticeships and hands-on learning projects. We also offer the Bridges/Victory after school program, in which students participate in sports, field trips and are offered free tutoring services. Finally, we also offer a Title III after school program specifically designed to assist ELLs and former ELLs with their ongoing acquisition of academic English. ELLs are encouraged to participate in all programs and are afforded equal access as we ensure that all written announcements are translated in order to communicate effectively with ELLs and their families. Lastly, INMSMS recently received a grant that provided all 6th grade families with a laptop computer at home along with internet service.

13. The materials used include: Leveled Classroom Libraries; Time for Kids: Reading and Writing; The History of Us; History Alive; You Wouldn't Want to Be A...Series; If You Lived in the Time of...Series; Escape from Slavery: The Boyhood of Frederick Douglass; Orca Book Series; Bluford Series; AMP Reading Program published by Globe Fearon; Wilson Reading Program; Just Words

B. Programming and Scheduling Information--Continued

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

8. ELLs who require additional help in Math and/or ELA are programmed for Extended Day AIS during the morning where they work in small groups to advance their skills and develop vocabulary necessary for academic success. Additionally, the ESL teachers collaborate with Math and Science teachers to assist them in creating graphic organizers and other scaffolds as appropriate. We also have America Reads tutors who work with newcomer ELLs individually to support growth in reading comprehension. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects in all content-area classes. Because we had a significant number of ELLs score 1's on the ELA exam last year, we have created two small pull-out group in the 7th and 8th grades that meet three times per week for 60 minutes in order to provide students with an additional opportunity to enhance their English writing and reading skills and build their academic vocabulary.

9. ELLs who have reached proficiency on the NYSESLAT are programmed with three periods of ESL per week in order to develop their writing skills and higher-level comprehension skills. Furthermore, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects, such as the end of year science fair/exit project. Moreover, the push-in model allows for additional support in the Humanities classrooms for former ELLs as they are generally placed in the homeroom class that contains most ELL students. They are also given extended time on all exams and access to bilingual glossaries for two additional years as mandated by New York State.

10. In the current 2011 – 2012 school year, we have added targeted Math and ELA clinics to our AIS program, and have created a 7th and 8th grade pull-out ESL group in order to provide additional ESL services in a small, safe environment. Almost every classroom in our school is now equipped with SmartBoards to help foster the use of technology in the classroom. In alignment with the increased use of technology, our Title III after school program this year will focus on improving students' familiarity with Microsoft Office programs and allow them to practice keyboarding skills in order to better prepare them for high school. Additionally, all 6th grade students at INMSMS participate in Citizen School, an after school enrichment program that offers Extended Learning Time, academic tutoring and homework help as well as specialized apprenticeships.

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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.

INMSMS is committed to on-going professional development. In previous years, many of our teachers attended QTEL training and the "All Kinds of Minds" workshops provided by our Network. Due to the ELL Success Grant three years ago, we were able to bring QTEL to Isaac Newton to work with the ELL team. We have continued to push QTEL strategies with Humanities and Science teams through our department and grade team meetings.

1. Both ESL teachers at INMSMS have been trained in Q-Tel, as have 50% of the Humanities teachers, all of whom work with the ELL population. Additionally, one ESL teacher and two Humanities teachers took part in a 6+1 Traits of Writing Workshop, offered by Educhange and continue to hold a monthly workshop to deepen the work of scaffolding and assessing instruction in meaningful ways to further student achievement at INMSMS. Furthermore, both ESL teachers continue to attend workshops relating to ELLs, including a recent workshop regarding building literacy in content-areas led by Fay Pallen. Learning from such workshops are then turn-keyed so that all staff members, including guidance counselors, secretaries, paraprofessionals and parent coordinators are well informed in terms of best practices for ELLs.

Upcoming PDs at INMSMS:

11/8- ESL Best Practices

12/1- Building Academic Vocabulary

3/16 - ESL Strategies in the content areas: Math and Science

2. Our ELLs are offered support in order to ease their transition into high school. Our bilingual guidance counselor is always available to provide support to INMSMS staff and families in terms of the high school application process. Additionally, all students participate in an advisory program for 60 minutes per week where they learn to set goals that will aid them in high school. Thirty percent of INMSMS students remain in the building to attend Manhattan Center for Science and Math. The remaining students have chosen to attend other high schools. Students who have IEPs and/or ELLs are encouraged to seek out the guidance counselor at the high school and the ESL teacher in order to ensure they receive their services once in high school. Students are encouraged to check back at INMSMS, and often keep us informed of their progress.

3. All teachers participate in content-area meetings weekly that cover scaffolding instruction for ELLs on an on-going basis. INMSMS has allotted eight ½ professional development days for the entire staff throughout the course of the year. We ensure that 7.5 hours are dedicated to learning strategies for ELLs and heightened awareness of the needs ELLs in INMSMS. Records are maintained by INMSMS administration.

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 you communicate with parents about their child's progress?

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?

1. We have an open-door policy at INMSMS and encourage parents and families to be more involved in the school. We hold Parent-Teacher conferences twice per school year, and invite parents to after school events such as Literacy and Math and Science nights. Furthermore, in October, for Hispanic Heritage Month, we sponsored a school-wide event honoring the diversity of Hispanic Culture and families were encouraged to bring in dishes native to their country, along with music. Also, there is a Parent Room where parents can meet and volunteer to help in the learning community. They organized a fundraiser and a diabetes awareness campaign that promoted community involvement in our student body. Additionally, the Parent Coordinator offers technology classes for parents every Wednesday at 10:00 am to assist parents in setting up email accounts to be better able to communicate with INMS staff. We are working to increase enrollment over the year. As for translation services, many of our staff members are bilingual (Spanish and English) and some staff members speak other languages such as French and Portuguese. We utilize the translation services offered by the DOE for written documents and interpretation services for meetings on a needs basis.

2. The school partners with Citizens School to offer quality, extended-learning after-school programs. The parents of ELLs who are serviced by the after school program are invited to attend WOWs in which students demonstrate their accomplishments. There are bilingual opportunities for parents at those programs. We partner with Harlem Community Justice Center, Urban Advantage, El Museo Del Barrio and Victory/Bridges to provide quality extended-time learning for all students.

3. We evaluate the needs of parents by conducting Parent Surveys that are translated into Spanish and other languages spoken by ELL families. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions in ARIS, Teacher Ease and other computer programs.

4. We make sure that all materials sent to families are translated to their native language and that there are translators available during Parent Teacher Conferences. Furthermore, families are invited to participate in post-school activities such as Math, Science and Literacy nights as previously mentioned. Because we have translators readily available at these events, we are able to communicate effectively with parents regarding their specific needs to assure they are in fact being met.

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)	0						0	0	0					0
Intermediate(I)							1	6	2					9
Advanced (A)							10	10	2					22
Total	0	0	0	0	0	0	11	16	4	0	0	0	0	31

NYSESLAT Modality Analysis

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

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							8	4	1				
	P							6	12	6				
READING/ WRITING	B							0	0	0				
	I							1	6	2				
	A							9	8	2				
	P							4	2	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	7	0	0	14
7	5	10	1	0	16
8	0	6	1	0	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	
3									0
4									0
5									0
6	3		10		1				14
7	1		8		7				16
8	1		5		1				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	3		3		1				7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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. Our instruction is geared toward pushing students to become proficient readers and writers of English through exposing them to rich, academic language in ESL as well as the Core Curriculum. Our ESL and Humanities teachers who work with ELLs use ELA, NYSESLAT, and other assessment tools (e.g., Fountas and Pinnell, TCRWP, and QLE) to assess and monitor student progress. We also use data to inform our instruction and to evaluate the success of our programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Isaac Newton Middle School

School DBN: 04M825

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Nelson	Principal		11/21/11
Nadine Kellogg	Assistant Principal		11/21/11
Cheryl Forsyth	Parent Coordinator		11/21/11
Mary West	ESL Teacher		11/21/11
	Parent		1/1/01
Melanie Flamm	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M825 **School Name:** Isaac Newton Middle School

Cluster: 101 **Network:** Bridges for Learning 101

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.

We review the ATS, HLIS, PTA SLT, teacher and family survey to determine our need for translation services and ensure that families are provided with timely information in a language they can understand, in written form and for interpreters at face-to-face meetings.

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.

We found that all written materials being sent home must be translated into Spanish and that a translator must be available at all meetings. In some cases, when parents only spoke Arabic or Mandarin, we called upon the interpretation services at the DOE.

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.

Assistant Principal, Nadine Kellogg, translates all short written materials into Spanish, and all long materials are sent to the Translation Unit. She also provides oral interpretation (Spanish, French and Portuguese) at all formal meetings with parents/guardians. Additionally, our school's secretary, guidance counselor and one school-aide are available for interpretation services. Longer letters are directed to Edgar Leon, our Spanish Teacher for translation..

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 found that a translator must be available at all times for individual interpretation in Spanish, and that someone must be available at all times for formal parent meetings to provide simultaneous translations. Spanish speaking parents stated that they felt welcome when someone helped them to understand the conversations at the meetings. There are twelve members of the staff who speak Spanish fluently. We hire bilingual students to be available for interpretation at the parent/teacher conference days. Additionally, there is a member of the GE Team who speaks Mandarin fluently and has translated for our Mandarin speaking families.

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>.

When we are writing letters home, we use Google Translation and then have them edited at school when using Spanish. Otherwise, we use the Translation Services offered by the DOE.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Isaac Newton Middle School	DBN: 04M825
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Marina Cofield
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> *After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 28 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input type="radio"/> *7 <input type="radio"/> *8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Isaac Newton Middle School will offer an after-school program to all ELLs and ELLSWD"s, including former ELL's in the 7th and 8th grades in order to further enhance their acquisition of academic English. Two licensed ESL teachers will provide all instruction. The program will be offered twice a week on Tuesdays and Thursdays from 3:10 - 5:10, and will run from November, 2011 to June, 2012.

Students who participate in the after-school program will be engaged in researching and writing stories for the school blog, The Fig Newtons. They will choose subjects of interest and research and write as contributors on current events such as immigration, sports and innovations in science. Additionally, they will write book, music and movie reviews. Students will work in teams to research, write and peer edit their work. They will be responsible for finding and using photography and graphics to accompany their articles. Students will learn about the publishing process from conception to posting finished articles in the digital age. The program will focus on building students' literacy skills to prepare them for high school and beyond, by focusing on acquiring academic language through non-fiction reading and writing and prepare them to use digital technology.

Additionally, to enhance their ability to write and produce high quality writing, we will also build students' computer literacy skills as they use the internet to research non-fiction topics, learn how to use Microsoft Words programs effectively and practice typing with software programs to increase speed and accuracy.

Six weeks prior to the ELA exam, the focus of the Title III after school program will shift and will include preparing students for success on the exam. Students will be taught explicit test taking strategies and will practice improving their reading comprehension skills using Acuity based on their predictive scores. [?](#)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: INMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs. One of our ESL teachers has attended a three-part workshop in 2011-2012 provided by the Bridges for Learning network led by ELL Instructional specialist Fay Pallen. Strategies demonstrated in the workshops were designed to enhance learning for all students, including ELLs, and thus allowing them access to complex texts. In addition to this workshop, we plan to send one

Part C: Professional Development

ESL teacher to the upcoming PD session titled, "Better Learning for ELLs Through Structured Teaching" to be held on April 2nd.

In addition to hosting "Lunch and Learns" to assist content-area teachers in providing Best Teaching Practices for ELLs in the general education classroom and turn-key information from Professional Development sessions, we will add a ELL study group that will meet on a biweekly basis. This study group will consist of both ESL teachers as well as content-area teachers who will meet to discuss and reflect upon the following texts: Success for English Language Learners: Strategies for K-12 Mainstream Teachers, Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise, and Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At Isaac Newton Middle School we are committed to creating and maintaining positive relationships with students' families as they are an integral part of students' academic success. In addition to mandated activities such as parent orientations, parents of ELLs were invited to take part in two workshops dedicated to helping parents understand how to be more involved in their children's academic success.

Two workshops were held by Ms. Forsythe and Ms. LoCicero on October 11, 2011 and October 13th, 2011 from 9:00 am - 10:00 am for families of students whose children scored at Level 1 and 2 on the state ELA and Math tests. The parents of ELLs were invited to attend these workshops to learn about the importance of academic intervention, and how it can help push their children to academic success. The workshops were held in English and Spanish. Parents were notified about the workshop by letter and by follow-up telephone calls in Spanish and English.

Principal Nelson is currently meeting with all families of students who are Promotion in Doubt and encouraging them to have their children attend after school tutoring programs that will provide necessary academic intervention prior to taking the state exams.

Additionally, the Citizen School after school program for the sixth grade held a potluck dinner on December 15th, 2011 to which all ELL families were invited. Letters and flyers translated into Spanish were sent home to families of all Sixth grade students.

The culture at INMS encourages bilingual and Spanish-speaking families to feel comfortable and engaged in the community. The President of the Parent Teacher's Association, Randy Rodriguez, also on the SLT Committee, is bilingual in English and Spanish. Additionally, Rolando Sierra is on the SLT

Part D: Parental Engagement Activities

Committee, Title I representative and on the PTA. He too is bilingual in English and Spanish. They are present at all school functions and help ELL families feel integrated in the community. Translation services provided by the DOE are used for all ELLs whose first language is other than Spanish. Additionally, Ms. Kellogg, the Assistant Principal speaks French, Portuguese and Spanish and translates for families as needed.

INMS hosts a Family Literacy Night every spring where families are invited to come and celebrate reading, books, poetry and performance. The school takes the opportunity to give families pamphlets in English and Spanish that give guidance on how to promote literacy in the home. There is also a classroom dedicated to Spanish language picture books and read-alouds in English and Spanish. Each year, attendance has increased and the night has been a successful draw for all families.

Finally, the ESL teacher, Ms. West, along with the guidance counselor, Denis Ortiz, is developing a Family Night for ELL families with students in the 7th and 8th grades to inform them about ways to ensure their children are prepared for high school and beyond. The exact date is still to be determined but will be held in late Spring of 2012.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> Per session Per diem 	\$10,411.04	Per session: 2 ESL teachers @ 41.98 per session rate x 4 hours per week x 31 weeks
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	\$788.96	6 copies of: Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers 6 copies of: Scaffolding the Academic Success of Adolescent English

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Must be clearly listed.		Language Learners: A Pedagogy of Promise 3 copies of: Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200.00	