



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**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](mailto:LNELSON7@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DONALD CONYERS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Nelson	*Principal or Designee	
David McKinney	*UFT Chapter Leader or Designee	
Randolph Rodriguez	*PA/PTA President or Designated Co-President	
Gina Wright	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Seth Miran	CBO Representative, if applicable	
Elizabeth Flores	Member/Parent	
Judith Reyes-Gonzalez	Member/Parent	
Maria Santana	Member/Parent	
Elizabeth Beukenkamp	Member/Teacher	
Doug Rich	Member/Teacher	
Cameron Maxwell	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## **GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

4.1: Formalize lesson observation procedure that reflect and support attainment of individual goals to support professional growth and achievement of students. (QR - page 5)

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Set a consistent system for all administrators to conduct frequent cycles of observations.

Provide frequent feedback about teachers' strengths and areas for improvement aligned with their individual professional needs based on 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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

A –

Teachers set professional goals based upon Danielson's Framework for Teaching Proficiency focused on three targeted indicators (1E, 3B, 3C)

Teachers evaluate their proficiency rating for abovementioned indicators (September and May)

Administration will conduct "quick visits" and observations focusing on teachers' growth within goal area

Written and verbal feedback is provided to teachers with specific reference to achievement of students in subgroups

Mid-year check-in reflecting on progress towards meeting goals

B –

Administration, humanities coach, outside professional developers/curriculum consultants (math and technology), network coaches

C –

Observation reports and quick visit notes

Teacher self-reevaluation  
Feedback from coach and consultants  
Review of student work with alignment to CCLS

D –  
Ongoing

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

**Tax Levy**       Title IA       Title IIA       X Title III       Set Aside       Grants       **Other: Title I Priority/Focus SWP**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources include school's administration (Principal and two APs), humanities coach, Extended Learning Time partner (Citizen Schools), Connected Learning.

Title I SWP Tax Levy (\$49,476) for Humanities Coach

Title I SWP Tax Levy (\$4777) Per Diem for Teacher Professional Development Sessions

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Unit plans and lesson plans will be revised to align with CCLS. (3.3: Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Unit plans and lesson plans will be revised to align with CCLS. (3.3: Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.)

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

A –

Humanities coach and one humanities teachers attend monthly professional development provided by network focused on alignment with CCLS

Two math teachers attend monthly professional development provided by network focused on alignment with CCSS

Math consultant works with teachers to align curriculum to CCLS (19 days over the course of the school year) with a focus on stimulating higher order thinking and building deep conceptual understanding and knowledge

Technology consultants work with teacher to effectively integrate technology with a focus on stimulating higher order thinking and building deep conceptual understanding and knowledge

Teachers meet regularly to plan and reflect on efficacy of plans

Administration conducts observations and review of student work with a focus on stimulating higher order thinking and building deep conceptual understanding and knowledge

B –

Administration, humanities coach, outside professional developers/curriculum consultants (math and technology), network coaches

C –

Observation reports and quick visit notes

Teacher self-reevaluation

Feedback from coach and consultants

Review of student work with alignment to CCLS

Student responses to Environment Survey

D –

Ongoing

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other- : \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources include school's administration (Principal and two APs), humanities coach, Extended Learning Time partner (Citizen Schools), Connected Learning, and network partners.

Title I Priority/Focus SWP (\$4782) Per Session funding for Teacher Curricula Development

Title I Priority/Focus SWP (\$18318) Math Consultant Martin Wilson

Title I SWP Tax Levy (\$682) Math Consultant Martin Wilson

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Sharpen the school's use of data to regularly evaluate the effectiveness of structured professional collaborations. (5.4) (QR p.6)

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

A –

Use and analysis of exit tickets, interim benchmark exams, progress reports

Targeted student self-assessment and goal setting, goal monitoring and readjustment

Student choice for apprenticeships (ELT – sixth and seventh grades)

Special educators planning with general educators for differentiation and student academic support

B –

Personnel: administrators, general educators, special educators, ESL teacher, student teachers, tutors, ELT teachers, coaches, counselors, ELT partner (Citizen Schools), and afterschool partner (Union Settlement)

Resources: IEP, curriculum, ARIS

C –

Student surveys, unit plans, lesson plans, student presentations, student work, interim assessments (Acuity)

D –  
Ongoing – observations and classroom visits, unit and lesson plans, Exit Tickets  
Twice per year – interim assessments (October and February)  
Spring – student surveys

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  X Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources include school's administration (Principal and two APs), senior teachers, humanities coach, Extended Learning Time partner (Citizen Schools), Connected Learning, and network partners.

Title I SWP Tax Levy (\$39,581) David McKinney, Senior Teacher  
Title I SWP Tax Levy (\$59,372) Verneda Johnson, Senior Teacher



Cyberbullying workshops will be offered to families.

B –

Administration, teachers, School Aides, Parent Coordinator, SAPIS, ELT partners (Citizen Schools), afterschool partner (Union Settlement), student representatives, DOE/CL (Connected Learning), local politicians, local law enforcement, DA's office

C –

Internal survey results  
Agendas  
Anti-bullying plan  
Environmental Survey results  
Occurrence Reports

D –

Internal survey (December and February)  
Agendas – every other week, October through June  
Plan – early Spring  
Environmental Survey results – Spring  
Occurrence Reports - ongoing

**Budget and resource alignment**

- Indicate your school's Title I status:  X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy     X Title IA     Title IIA     Title III     Set Aside     Grants     Other: **Title I SWP Priority/Focus**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTSP budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Parent coordinator and SAPIS counselor are organizing this initiative with the support of school principal.

Title I SWP Priority/Focus (\$45,000) for Citizen Schools  
Title I SWP Priority/Focus Parent Engagement (\$2404) for Parent trainings  
Title I SWP Tax Levy (\$41,336) Andrew Jenkins – School Aide  
Title I SWP Tax Levy (\$32,461) Carmen Ruiz – School Aide  
Title I SWP Tax Levy (\$4104) Supplies



**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
Increase parent voice in school-wide decision making and planning so that the school develops an additional voice that enlists the broader local community in supporting college and career readiness. (3.1) QR p. 5

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.  
\_\_\_ 6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility  
\_\_\_ 6.3 Reciprocal communication                \_\_\_ X 6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To have effective, on-going systems of communication that foster dialogue and partnership between families, students and our school to improve student achievement. (6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.)

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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 –  
Monthly progress reports are sent home and returned signed  
On-line grading system available to all families with internet access or through computer in PC's office  
Open door policy  
School Messenger phone system for announcements  
Monthly calendar  
Parent workshops  
Several annual events including Family Literacy Night, Family Science Night, Urban Advantage trip  
Family Game Night

ELT partners host bi-annual event celebrating students' achievements in apprenticeships (academic, cultural, career oriented)  
Teachers required to phone ten homes weekly and document this interaction  
At-risk students assigned mentor who works with families to improve student's learning and success

B –

Teachers, Parent Coordinator, Guidance Counselor, SAPIS, partners (Citizen Schools and Union Settlement), teachers, Administrators, students.

C –

D – on-going

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP Tax Levy Parent Involvement (\$2468) School messenger and teacher ease (on-line grading system)

Title I SWP Tax Levy (\$4000) Supplies

Title I SWP Tax Levy Students in Temporary Housing Fund (\$2100)

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA/Humanities	Supplemental units of study Interactive writing	Small group One-to-one tutoring On-line	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
Mathematics	Remediation of benchmark skills	Small group One-to-one tutoring On-line	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
Science	Differentiated units of study and inquiry-based approach	Small group One-to-one tutoring	Morning and lunch time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	CFES Leadership Group At-risk counseling Mentorship	Small group One-to-one tutoring	During the school day After school

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Partnership with NYU provides student teachers  
Mentorship for new teachers  
New teacher support group  
Professional development tailored to meet teachers' needs  
Urban Advantage Partnership provides PD for science teachers  
Departmental meeting  
Grade-level meetings  
Common core study groups  
Support for integration of technology – AUSSIE and Teaching Matters  
Outside consultant for math  
Network coaches cycles  
Partnership with Citizen Schools: mentorship, common meeting, and celebrations  
Lunch and Learns

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

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

### D. School Demographics

Total number of students in school	<b>370</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>10.00%</b>
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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

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

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

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

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

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

**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. [?](#)

	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
<b>Total</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>18</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>37</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## 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.

4. Aside from students who are eligible for the Spanish LAB, ELL students at INMSMS are evaluated in English. However, students'

## A. Programming and Scheduling Information

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

5. In the ESL classroom, as in the general education classroom, all students are exposed to read-alouds, shared readings, guided readings and the Reading/Writing Workshop model. Beginner and Intermediate students receive 360 minutes of ESL per week while advanced students receive 180 minutes of ESL per week, as mandated by the CR Part 154. For all ELLs, instruction is geared toward developing reading and writing skills in order for them to be proficient on the NYSESLAT and successful in high school. In order to do this we: provide students with modeling and time to practice reading and writing; explicitly teach high and low frequency tier II words; provide sentence starters and transition words; and explicitly teach strategies of good readers such as predicting, summarizing, visualizing and paraphrasing. We also explicitly teach strategies of good writers such as brainstorming, drafting editing and revising.

Students who have achieved proficiency on the NYSESLAT are offered ESL support in order to transition from ESL to general education successfully. These students are invited to attend ESL pull-out groups to continue to develop essay writing skills and build their academic vocabulary.

5a. Currently, there are no SIFE students at INMSMS, however, should we admit a SIFE student we would program beginning ESL for 360 minutes, have the Speech and Language teacher see them on an "at-risk" basis, provide counseling and life/study skills curriculum as well as provide after school programs and community services to assist in transition. If the student were a 6th grader they would attend the on-site Citizens School After-School program which has been noted as an exceptional program providing homework help and opportunities for students to develop connections to the community and beyond.

5b. Newcomers receive 90 minutes of pull-out ESL four times per week and benefit from push-in model with an ESL teacher in Humanities classes. Materials used with newcomers include Side-By-Side CD Level 1 and 2 by Prentice Hall in addition to ESL vocabulary and grammar activities. New arrivals also have access to books on tape and leveled non-fiction articles to prepare them for their future ELA exam. Additionally, through our partnership with NYU, we receive America Reads tutors who assist in the classroom by providing additional one-on-one tutorial services.

5c. ELLs who receive services under the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. The majority of our ELLs within this range has reached proficiency in terms of Listening and Speaking, but has yet to reach proficiency in Reading and Writing. Therefore, the ESL teachers collaborate with the Humanities teachers in all three grades in order to ensure that lessons have an explicit language focus and that opportunities for enhancing Tier II and III vocabulary words are provided. We are also continuing to strengthen our work with "Book Bands" and ESL teachers conference with ELLs during independent reading blocks in order to push our students' reading comprehension skills.

5d. Our Long-term ELLs are all fluent speakers of English, the majority of which are at the Advanced level of ESL. Therefore, they require instruction that develops academic vocabulary and enhances writing skills. We use scaffolded activities to help Long-Term ELLs acquire the skills and behaviors needed to advance to the next level of proficiency. As a result, we use balanced literacy in the Humanities and ESL classroom in addition to small group instruction to provide opportunities to read and write in meaningful ways. In addition to the use graphic organizers, Long-term ELLs are allotted extra time for extended writing projects and are responsible for creating multiple drafts of their writing. To assist them with the writing process, they are provided with sentence starters and graphic organizers in order to help them successfully complete writing assignments. Finally, all Long-Term ELLs receive Extended Day AIS where they are scheduled in a small group for reading and writing instruction. The Wilson Reading Program, Just Words, Time for Kids Reading Program are examples of the AIS programs offered.

6. Our ELLs who have special needs receive services as per their IEP. Many of these students are struggling readers and are therefore programmed to receive Wilson Reading Program, Just Words, and Rewards Reading programs according to their specific needs. Additional instructional strategies used include: Collaborative Team Teaching, graphic organizers, reciprocal teaching activities as well as the use of visual aids.

7. All ELL students with disabilities are included within the general education classrooms. The ELLs/SWDs are serviced according to mandated minutes in a push-in/pull-out model. There is one CTT class per grade level in which ELL-SWDs are placed as per their IEP. The CTT teacher works along with the ESL and content-area teachers to ensure that scaffolds and modifications are provided as per

## A. Programming and Scheduling Information

students' IEPs in order to provide access to academic content in all classes and accelerate English language development. 6th and 7th grade ELLs are taught in a mostly push-in setting with the ESL teacher and CTT teacher. 8th grade ELLs/SWDs follow the push-in/pull-out model in order to receive mandated minutes. ESL is delivered mainly through push-in services, however depending on the lesson; they may be pulled out in order to provide more targeted instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

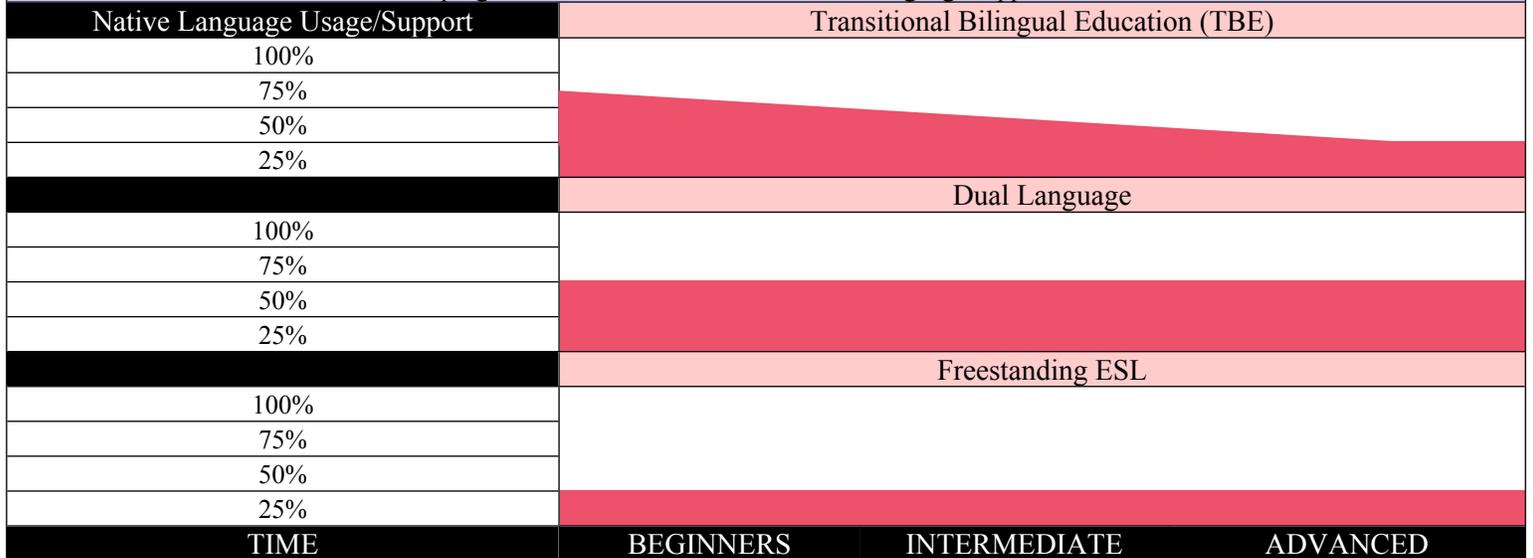
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



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

## B. Programming and Scheduling Information--Continued

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.

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 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 Reading Program; PBIS Science Curriculum; Impact Math. We also have a collection of books on tape and we are piloting a program with Kindle eBooks offering a read-aloud function. Finally, we have successfully installed SmartBoards in every content-area classroom, allowing teachers to easily access visual and audio aides.

14. All instruction at INMSMS is delivered in English. However, ELLs have access to books in their native language, particularly in Spanish. Sample book titles include: The House on Mango Street and Woman Hollering Creek by Sandra Cisneros, The Color of my Words by Lynn Joseph in Spanish and English. We have picture dictionaries in Spanish, French, Chinese and English. Students are encouraged to read in their native language as well as in English. Our Title III after school program encourages connections to native language for ELLs.

15. Services and resources correspond to ELLs' ages and grade levels. Our programs are geared toward ages 11 – 14 and our materials, instructional and after school programs are mindful of the middle school experience, scholastic requirements and students' social/emotional needs.

16. Newly enrolled ELLs are invited to attend our 6th Grade Orientation Night in June for incoming students and families where they meet teachers and students and are introduced to the opportunities available to them at INMSMS. On the first day of school, 6th grade students are greeted separately in the auditorium and do not travel out of their homeroom for remainder of the first day. We also have advisory periods to help all students in all grades with middle-school issues. In October, we host "Back to School Night" where students are able to introduce their families to Isaac Newton staff and hold parent-teacher conferences twice per school year. A student who is a new arrival will be put in contact with a family who can speak the same language and who can help them adjust to the school and neighborhood. In the past we have referred families to ESL programs for adults in the community. In addition regular communication with elementary school guidance counselors, our school makes staff available to help ELLs as they transition from elementary-to-middle school by having CTT and ELL teachers visit elementary feeder schools and meet students and teachers at those schools.

17. All 8th grade students receive the option to take Spanish as an elective.

### **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 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
LISTENING /SPEAKIN	<b>B</b>							0	0	0				

**NYSESLAT Modality Analysis**

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

6. 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 informal assessments, such as Fountas and Pinnell, TCRWP and Orbit Wrap to determine students' Independent Reading Levels. ELL students' reading levels vary depending on grade and English proficiency. Instruction is focused around the Reading/Writing Workshop method and each student is required to read their Leveled Library book both in school and at home each night for a minimum of thirty minutes. Students are responsible for maintaining reading logs and reading journals which are monitored by Humanities and ESL teachers who also conference with students on a regular basis to ensure that students are moving through the levels at an appropriate rate. All ESL and Humanities teachers work to push students' close reading skills and build their academic vocabulary.

2. 2011 NYSESLAT results show that over half of our ELL population, or 59 %, scored at the Advanced level, about a quarter (24%) are at the Intermediate level and about 16% of ELLs tested as Proficient. In the current 2011-2012 school year, we have one 6th grade student who tested at the beginning level, 8 ELL students that tested at the Intermediate level with the remaining 34 students testing at the Advanced level. The beginning level student receives 90 minutes of ESL pull-out each day to help her begin to speak, read and write in Academic English. The Intermediate level students require assistance in developing their reading and writing skills. Our ELLs who are performing at Advanced level on the NYSESLAT are not testing proficient in terms of reading and writing. We have one newcomer student this year who was administered the LAB-R and according to the results, she is Advanced and needs to boost her reading and writing skills.

3. According to 2011 NYSESLAT data, the majority of current ELLs at INMS tested at the Intermediate and Advanced levels. In terms of the Listening/Speaking modality, about half of our ELL students tested Proficient, 47% tested as Advanced and one student tested at the Beginner level. As for the Reading/Writing modality, the majority of our ELL students (71%) tested at the Advanced level, 19 % tested at the Intermediate level, one student tested at the Beginning level and 3 students tested Proficient.

Upon reviewing the data, it is clear that INMSMS ELLs require instruction that is geared toward instruction that targets Tier II and III vocabulary in order to increase higher levels of comprehension in reading, as well as push their writing to a more sophisticated level. In ESL and Humanities classes that contain ELLs, teachers explicitly teach strategies to enhance students' close reading skills using a variety of texts. For example, lessons may be focused around identifying the main idea and supporting details, inferring information by analyzing significant quotes and making predictions, among other skills. In terms of enhancing ELL students' writing abilities, lessons are focused around the writing process and students are provided with the tools in order to outline, draft and edit their writing before completing final drafts. As a Humanities department (including all Humanities and ESL teachers) we are currently ramping up work with Independent Reading periods around "Book Band" and conferencing work so that we are better able to model different genres, characteristics and levels of difficulty for students to deepen their comprehension while reading. Additionally, the Humanities Department will continue to work with 6+1 Traits of Writing to increase proficiency across all grades in writing.

We encourage all content area teachers to use include a language focus within their lessons in addition to higher level questioning and differentiated reading materials to help students develop core curriculum knowledge, as well as rigorous academic skills in the classroom.

Students are involved in group projects and presentations on a regular basis in all core classes in order to advance oral language skills. Daily instruction in all classes includes “Accountable Talk” to develop higher level thinking skills.

4a. NYSESLAT scores for current ELLs at INMS are as follows: In grade 6, twelve (12) Sixth grade ELLs are scoring at the Advanced Level on the NYSESLAT, one (1) student is scoring at the Beginning level and two (2) students are scoring at the Intermediate level. In Grade 7, ten (10) ELLs are performing at Advanced level on the NYSESLAT, and three (3) students are Intermediate. In Grade 8, three (3) ELLs are scoring at Intermediate Level on NYSESLAT, and the remaining 12 are Advanced according to NYSESLAT and LAB-R data. In terms of patterns, it is clear that the majority of our ELL students in all three grade levels are performing at the Advanced level. Of these students, about half are considered long term ELLs as they have been receiving ESL services for at least six years.

Due to the nature of our stand-alone ESL program, ELLs at INMS take all exams in English. Data from the 2011 New York State ELA exam show that 55% of ELLs tested scored at Level 2, 10% scored at Level 3 and 35% at Level 1. Data from the 2011 New York State Math Exam show that ELLs are performing slightly higher than on the ELA. 29% of ELLs tested scored at Level 3, 65% scored at Level 2 and only 4% scored at Level 1. In an effort to address lower performance on the ELA, ELLs performing at Levels 1 and 2 receive AIS reading intervention during 37 ½ minutes during morning Extended Day where they are grouped according to skill level in order to receive additional targeted instruction by a Humanities and/or ESL teacher.

4b. It is our practice that our ESL teachers review the results of the Periodic Assessments before the ELA exam. The findings are then shared with the department heads as well as Humanities teachers in order to devise lessons that address areas of weakness as indicated by Periodic Assessments. We also look for clustering of wrong answers to better understand and address areas of confusion. The same efforts are made before the Math test. In particular, our ESL teachers look at the vocabulary and language needed to understand direction words as well as vocabulary that appear in word problems that may interfere with ELL students’ abilities to understand the problem. Furthermore, our After-school programs including Title III, Citizen Schools and the Victory Program, provide additional opportunities for our ELLs to enhance their Academic English and general test-taking skills.

4c. The Periodic Assessments have been incredibly helpful in terms of assessing which skill areas need to be targeted. We are able to accurately predict ELL students' strengths and weaknesses both in terms of content material as well general test taking strategies. Because we offer a freestanding ESL program at INMSMS, the native language is used mainly in terms of bilingual glossaries and translated exams.

5. Not applicable as we are a Freestanding ESL Program.

6. We evaluate the success of our ELL program by several different criteria. We look at how New York State standardized test scores move and how many ELL students score at the proficient level at the end of each year. Additionally, we look at student work, formative assessments, and the number of ELLs who have passing grades in content area classes. Finally, we evaluate the success of our program based on the number of ELLs that are testing Proficient on the NYSESLAT.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name: 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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Isaac Newton Middle School	DBN: 08m825
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### 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 6th, 7th and 8th grades in order to further enhance their acquisition of academic English. There are 37 ELLs at Isaac Newton, of whom 17 are ELLs with SWD. Additionally, there are 10 former ELLs who are eligible to take part in the program. One licensed ESL teacher will provide all instruction and co-teach with a Humanites teacher. The program will be offered twice a week on Wednesdays from 3:10 - 5:10 and Wednesdays from 7:45 - 8:45 am, and will run from October, 2012 to to June, 2013.

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 weekly column as contributors on the following subjects:

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 to find/use 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 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.

### 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

### Part C: Professional Development

Begin description here: INMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs. We continue to push Q-Tel practices in the main stream classroom and the ESL teacher has completed Q-Tel training, along with five general education teachers on staff. During the 2012 -2013 school year, the ESL teacher host 3 "Lunch and Learns" at INMS to assist teachers in the general education classroom, providing the Best Teaching Practices for ELLs at INMS.

Additionally, the ESL teacher, Patrice LoCicero leads 12 Professional Development sessions with a team of 3 Humanities teachers during the year to push Common Core alignment and Best Practices for Differentiation to enable ELLs to meet and exceed these standards. The ESL teacher, Patrice LoCicero attends the Bridges for Learning Network Common Core Working Group monthly and turnkeys CCSS alignment and strategies from these Network sessions. The PD sessions will last one hour, from 7:45 am - 8:45 am, and be held on the following dates: 11/15/12, 11/29/12, 1/3/13, 1/17/13/, 2/14/12, 3/1/13, 3/14,13, 4/25/13, 5/9/13, 5/23/13, 6/8/13, 6/20/13. The meetings will cover the following topics: 1) Academic Vocabulary and CCSS, 2) Differentiating for ELLs in the CCSS Aligned Classroom, 3) Text Complexity and Access Points for ELLs, 4) Looking at Data to Facilitate Success 5) Science Vocabulary for ELLs, 6) Visual Models to Facilitate Language Acquisition 7) Using Technology to Facilitate ELL Success 8) Smartboard and Elmo for ELL Language Acquistition 9) Accountable Talk for ELLs 10) Math Vocabulary and Cross Curricular Content 11) Planning for ELLs with Ubd 12) The Architecture of Successful Minilessons.

### 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 mandatated activities such as parent orientations, parents of ELLs are 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 will held by Ms. Forsythe and Ms. LoCicero in November for ELL families of students whose children scored at Level 1 and 2 on the ELA and Math tests. The parents of ELLs will be 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 will be held in English and Spanish. Parents will be notified about the workshop by letter and by follow-up telephone calls. The workshops will be held in February and March and will run 45 minutes each.

#### **Part D: Parental Engagement Activities**

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

Additionally, the Citizen School afterschool program for the sixth grade will hold a potluck dinner in December, 2012 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 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.

INMS hosts a Family Literacy Night every year 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. This year we will also dedicate time to instructing parents as to how assist their children in preparing for the ELA exam.

Additionally, the ESL teacher, Ms. LoCicero, 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 high-school ready and beyond. This will be held sometime in late spring.

#### **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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		