



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: TOMPKINS SQUARE MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M839

PRINCIPAL: SONHANDO ESTWICK

EMAIL: SESTWIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sonhando Estwick	*Principal or Designee	
Bryce Cahn	*UFT Chapter Leader or Designee	
Jenny Tam	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ginger Stevens	Member/	
Joni Blackburn	Member/	
Jennifer Chen	Member/	
Nora Szilagyi	Member/	
Laura Frisk	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Continue to Integrate Outcomes-Based Assessment (OBA) as new schoolwide grading system throughout all classes and at all grade levels. OBA committee will develop and propose standard language around outcomes for grade level and subject areas by the year's end. Staff adoption of iZone initiatives has been successfully driven by distributive leadership and staff committees throughout this process and should lead to a successful implementation for 2013-14.

Comprehensive needs assessment

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

Students' understanding of their own skills for use in goal-setting and self-reflection has been flawed for all learners. This holds true for parents and guardians as well. Traditional grading systems do not differentiate between the various ways student arrive at these grades (i.e. work habits, critical thinking, groupwork, perseverance) nor do they explicitly name the individual skills being worked on in each class. After reviewing our Progress Report and aggregated State Exam data, we found that students would be better served if staff, students, and families were more aware of how student work approaches standards in each skill area. When TSMS was invited to join iZone360 in order to model an innovation for middle school educational practice, the staff elected to focus on how students are assessed. Our new grading system is based on outcomes, or learning targets. Teachers define the outcomes they hope students will achieve in each unit. Instead of receiving an average letter grade for the whole module, students will earn a score (from 1 to 4) based on their level of mastery for each outcome within each unit.

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) 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.

Staff continued to meet over the summer to refine which outcomes were being worked on in each unit study and to begin to create a set of schoolwide outcomes that all classes might use, and also attended professional development on the topic of Outcomes-Based Assessment. At the start of the school year, we implemented an expanded meeting schedule for teacher support in this area. Teachers and administrators are continuing to meet on department level, grade level, and with special educators and coaches to name outcomes appropriately, discuss student work, and identify exactly when and where in each lesson and assignment specific skills are being worked upon. OBA transition has also allowed us to incorporate Common Core standards into the new system of assessment at a foundational level. Resources include our internal coaches and leaders, iZone support staff, and iZone per-session funds. In accordance with our model of distributive leadership and shared decision-making, staff have identified needs for next steps of OBA development at the school. Last year, three committees were established over the summer to delve into the strategic areas of this OBA initiative: Transition & Capacity-Building, Assessment, and Student & Family Outreach. These committees met biweekly to evaluate our progress and determine ways in which to best progress with integrating the new OBA system into our school. Findings are shared out to and discussed with the entire staff during monthly Professional Development afternoons. This year, a Curriculum Committee has been created to come up with ways to begin to adjust our curriculum school-wide in order to better utilize OBA and be closer attuned to the Common Core. The Curriculum Committee is going to research and develop three conceptual curricular frameworks that will accomplish these goals. These frameworks will be presented to the whole staff during June's staff retreat and the staff will vote to choose one for the 2013-2014 school year (see next year's CEP for more details

about the result).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents and guardians have been involved at all levels of this process since the early stages of discussion. SLT and PTA were both used as forums to consider and evaluate the transition to an OBA framework. Materials have gone home multiple times explaining the change in multiple languages. A schoolwide training session is scheduled to run concurrently during November Family Conferences, in which parents and guardians will receive log-ins to JumpRope (the online tool we are using for families to keep track of the information--- see goal #3), gain staff-guided experience using it, and discuss the best ways to make use of the extensive assessment information they will now be receiving about their child. Paper copies of assessment data will also be mailed home 8 times per year.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Develop, integrate, and evaluate new “Flex” period cycle of individualized academic coaching and small group targeted instruction across 6th, 7th, and 8th grade levels for all students by midyear. Every student, on all three grade levels, will experience at least on goal-setting coaching cycle and one small group targeted instruction cycle by midyear.

Comprehensive needs assessment

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

Inquiry group investigation during the 2011-2012 academic year identified that students needed support in two key academic areas: 1) understanding academic outcomes and 2) individualized support to develop and meet individual learning goals. The investigation identified that, based on State performance standards and school-based assessments, different subgroups of students needed different levels of support to identify and reach learning targets.

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) 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.

Flex period is organized by teacher-led teams to respond to evolving needs of students during the academic year. At the core of each structure are the following nonnegotiable structures: 1) One-on-one coaching around goal-setting and strategies to meet goals for all students and 2) Structured and supported work time for students to move towards goals 3) Small group instruction and individualized instructional support to move students towards academic success. The grade level facilitator with the help of grade level teams organizes the flex time schedule. Grade level teams meet bi-monthly to assess student needs and plan appropriate instruction and groupings for flex time. The flex period is integrated into the schedule at the start of the 2012-2013 school year for all students across all three grades. Grade levels will survey students, staff, and families midyear to evaluate the ongoing success.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent teacher conferences will be redesigned to include a student-led component. Students will explain their academic outcomes and articulate their goal setting strategies during February conferences. Academic coaches will facilitate. The redesigned conferences aim to help parents enter into a substantive and data-driven dialogue with their children and their children’s teachers around academic outcomes and goal setting. The flex period will serve as the foundation for this work.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Build capacity for students, teachers, and parents to develop, communicate, and respond to outcomes-based data in the school's JumpRope online outcomes-based assessment system in coaching situations and student-led conferences by the end of the school year.

Comprehensive needs assessment

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

In order to provide a seamless integration to the Outcome-Based Assessment model (see "**Comprehensive needs assessment**" from **Annual Goal #1** above), a new online platform was needed. JumpRope will allow students and families to keep constant check on student skills and progress throughout the school year, as well as allow us to generate reports that can be mailed home multiple times per year. We have already seen an increase in student and family awareness around achievement standards and interest in targeting skills for improvement. We believe this will translate into measureable improvement in student progress. The Outcomes Inquiry committee identified a need to review and coordinate language and practice around teacher developed outcomes. The committee found a need to develop transparent language and practice linked to state standards, departmental assessments, and grade level goals in order to facilitate communication with students, parents, academic coaches, and other teachers.

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) 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.

Staff and administration worked with network and iZone to identify various online platforms that would accommodate our Outcomes-Based Assessment needs. After researching each, we selected JumpRope as it was located in NYC and emerged from DOE public school teachers. The Outcomes Inquiry committee has been meeting monthly to identify areas in which we can improve clarity around outcomes and come up with common language across departments. Extra PD time has been allotted to allow for this substantive shift in grading and in time needed to input and assess. A family training session will run concurrently during November Family Conferences, where staff will guide parents and guardians through the login process, supervise as they explore the assessment data, and help make sense of all the information contained there. Teachers will be involved in evaluating the JumpRope platform throughout the year to determine its effectiveness in meeting our needs as a learning community. The SLT will also be involved in that discussion, as well as in determining what changes might need to be put in place for next year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See “**Strategies to increase parental involvement**” from **Annual Goal #1** above. In addition, flyers, emails, and automated phone calls have all gone out in the beginning of the schoolyear to ensure families were familiar with how to utilize JumpRope. During November Family Conferences, staff ran an on-going workshop for all parents and guardians. JumpRope is used during family conferences and particularly in the student-led February session (see “**Strategies to increase parental involvement**” from **Annual Goal #2**).

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

The iZone is currently funding the JumpRope contract. Staff training hours and parent training that has been and will be provided by the staff is being funded by the school and the iZone.

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).

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Support new ICT partnerships throughout the school year in order to successfully scale existing structures of supervision, support and collaboration. By year's end, new partnerships will have evaluated their partnership agreement and proposed an action plan for modifying and improving the agreement for 2013-2014.

Comprehensive needs assessment

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

With the goal of improving students' academic, social, and emotional growth, we have continued to expand our team teaching partnerships across the school. Reduced class size ratios allow teachers to assess fewer students in greater depth. We expanded the number of the ICT classes to 2 per grade. We have added Science team teaching in 7th and 8th grade for both ICT and SETSS classes. All core teachers in the school are now involved in ICT partnerships. After witnessing significant progress of both special education and general education students at all academic levels in our ICT classes, we also now run parts of our SETSS program along a co-teaching model. In addition, we have reduced the number of co-teachers each special educator must work to only one or two general educators in order to provide for stronger partnership relationships and to reduce the number of subjects for which a special educator needs to prepare. We are receiving ICT coaching support from our network. We have found that for co-teaching to be most successful, the relationship between the teachers must be monitored, mediated, and given structural support such as the drafting of partnership agreements, common planning periods, and coach observations of both planning meetings and classtime. The ICT Inquiry Team meets once per month to discuss areas of professional development around co-teaching. These findings are shared out quarterly with the rest of the school.

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) 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.

Teachers involved in the co-teaching model meet over the summer to draft partnership agreements and plan out strategies for the start of the year. Our co-teaching coach meets with all partnerships to review their agreements and help them examine which of the six models of co-teaching will best serve the students and the unit being taught. The co-teaching coach observes and gives feedback on partnership planning time and classroom time, teaching in and modeling as necessary. Teachers' schedules have been structured to allow at least two periods of common planning time to each partnership, in addition to the grade level and department level meetings that staff members will attend. General and special education teachers are involved in the process of determining who will be involved in partnerships and with whom. Co-teaching partnerships will also utilize their meeting time, with support from coaches and administration, to identify both heterogeneous and homogeneous small groups and partnerships to employ depending on the topic and unit in order to support progress in specific skills. Staff then takes qualitative and quantitative data back to partnership, department, and grade-level meetings to reflect on the efficacy of the groupings. Partnership agreements are revisited throughout the year for refinement.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Teaching partnerships meet jointly with families during Curriculum Night and family conferences to discuss the academic support occurring in the classroom. Full outcomes reports, with a thorough breakdown on how students are progressing on specific skills (many of which are rooted in CC standards) in each unit of every subject, will be mailed home 8 times per year and be available anytime online through a secure family log-in. Families appear to be very aware and supportive of the co-teaching model at the school.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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

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	<p>ISL: Students in ISL explore the skills and strategies they need to study effectively. The curriculum will allow students to set long-term, short-term, and daily goals that will address academic, social, and emotional needs. Additionally, students will gain knowledge of their own unique learning style. Study skills and organizational techniques will encompass the majority of the module along with providing support to the Humanities curriculum. Students will learn specific reading strategies through the Reader's Workshop that will enhance their understanding of fiction texts. ELA intervention also meets during flextime.</p>	Small Group	Instruction during school day
	<p>ESL (English as a Second Language) classes are designed to support each grade's</p>	Small Group	Instruction during school day

	<p>student reading independence and confidence, and to learn about reading strategies as a community. In addition, we expect this program to support our most struggling readers in making sufficient gains.</p> <p>Guided Reading:</p>		
Mathematics	<p>Math Enrichment is designed to help students stay up-to-date in their Math class, as well as offering the opportunity to try new and interesting math games and problems. Each week, one session is a skill day, one is a conferencing day and one is a homework/game day. Math enrichment should help students with their skills they need to succeed and allow them to receive more individual attention from their teachers. Math intervention also meets during flextime.</p>	Small group	Instruction during school day
Science	<p>Science intervention meets during flextime. At-risk students in Science, evaluated based on teacher assessment, meet in a small group setting with a TSMS Science teacher for skills and information reinforcement three times a week for 50-</p>	Small group	Instruction during school day

	minute periods.		
Social Studies	See Humanities		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance office includes full time guidance counselor and 3 counseling interns from graduate programs. Services involve mandated (IEP) counseling weekly, at risk and crisis counseling and mediation. All services may be in a group or individually. Office coordinates outside services and referrals. Member of PPT weekly meetings.</p> <p>School Psychologist will meet with IEP students for evaluation/assessment one on one and may be asked to observe classroom behavior of at risk students. BASC instrument may be used. Member PPT weekly meetings.</p> <p>Social worker will do social history of IEP students when required and will meet with families for initial evaluation. She may also observe classroom behavior of at risk students. Member of PPT weekly meetings.</p> <p>In terms of Health-related services, chronic absenteeism and lateness are</p>	One-on-one and small groups	Services occur during school day

	reported to dean and guidance office for possible health related issues. Liaison with hospital, doctor, school, and family through guidance office. Issues of neglect, abuse, and suicidal ideation involve Administration for Children's Services with network consultant and handled by guidance office.		
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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.

We have been able to hire teachers who are certified and are experts in their subject areas. We have close partnerships with Bank Street, Teachers College, Hunter College and NYU for teacher recommendations and are a model school that is visited each year by educators and administrators from around the country. The reputation of our unique and professionally rigorous school community has allowed us to receive many exceptional referrals. We also have a low turnover rate for our staff and provide on-going professional development throughout the school year and in the summer, along with a three-day orientation for all new staff.

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 Marina Cofield	District 1	Borough Manhattan	School Number 839
School Name Tompkins Square Middle School			

B. Language Allocation Policy Team Composition

Principal Sonhando Estwick	Assistant Principal Eric Forman
Coach	Coach
ESL Teacher Rachel Levinsky	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shirley Lee Wong
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	383	Total Number of ELLs	22	ELLs as share of total student population (%)	5.74%
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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. 

Paste response to questions 1-6 here

1. When there are new students at Tompkins Square Middle School parents are interviewed by the licensed ESL pedagogue. There is one certified ESL teacher at Tompkins Square Middle School, Rachel Levinsky, who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language when possible for filling out the Home Language Survey. The school has copies of the Home Language Survey in all the high incidence languages made available by the NYC DOE. Tompkins Square Middle School's parent coordinator, Shirley Lee Wong, speaks Chinese. The ESL teacher speaks Spanish. While giving the Home Language Survey, the ESL teacher is giving an informal survey with the family to determine how much English or a different language is spoken at home. These steps are taken at any point in the school year when a new student comes to school.

Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. The ESL teacher administers the LAB-R to each student that has another language other than English on the Home Language Survey for at least one answer in section 1 and two answers in section 2. The LAB-R is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the LAB-R exam, parents are informed in English and in their native language, to let them know that their child qualifies for ESL, bilingual or dual language classes. Since we also have a high number of Tibetan speaking students, the school has paid translation service to translate these documents in Tibetan. If there are Spanish speaking students that do not pass the English Lab-R, the Spanish Lab-R is given.

Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky sends a letter of continued entitlement to all these students' parents in English and the native language, if the native language is one of the high incidence languages that has translations on the NYC DOE website. Since we also have a high number of Tibetan speaking students, the school has paid translation service to translate these documents in Tibetan.

Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ELL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location to help the students focus. The Reading and Writing portions are then administered during the testing window. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the speaking and writing test results according to the rubrics provided. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs.

Rachel Levinsky holds yearly meetings for the parents of students with continued services to remind them of techniques they can use at home to assist in learning, discuss ESL classes parents can take, and to show samples of the NYSESLAT.

2. Two orientation meetings are offered for the week after the letters were sent home— one in the morning and one at night to accommodate parents at home and work. With the Parent Coordinator, translators and licensed ESL teacher an orientation meeting to inform parents of program choices is given for new families. If parents are unable to attend either of the orientation meetings, Rachel Levinsky has individual meetings with them. If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the LAB-R and then a parent meeting is held individually.

The varying benefits of the three program models, ESL, transitional bilingual and dual language, are explained to parents in the orientation meeting. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. Tompkins Square Middle School objectively presents all program models, to allow parents to make the choice that they most prefer. Rachel Levinsky explains to parents that while self contained or dual language classrooms often yield better results for children's acquisition of English, we currently do not have enough students to offer either of those programs at our school. Parents are informed that while Tompkins Square Middle School only offers freestanding ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at Tompkins Square Middle School in the free-standing ESL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, Tompkins Square Middle School does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs.

The ESL teacher also explains to the parents the number of mandated hours that the student is entitled to based on performance on the LAB-R. The parents have time to ask questions at the orientation meeting and can call or email the licensed ESL teacher, the principal, or the parent coordinator at any time. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program. Then the parents make an informed decision, based on the information provided in the home language, about what program they would like their child to participate in.

3. The LAB-R assessment is given within ten days of student registration. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school in room 311, Rachel Levinsky's office. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2011-2012 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language when they are a high-incidence language on the NYC DOE website.

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

5. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the freestanding ESL program at Tompkins Square Middle School for their children. Parents feel strongly about keeping their students at our school, so they choose the program that we have in place. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept by the licensed ESL teacher for review if necessary.

6. Data indicates that the parents at Tompkins Square Middle School, with children who qualify for ELL services, have consistently requested the freestanding ESL program. These parents have opted for their child to remain in a mainstream classroom with pull-out/push-in ESL services. The school program and the parent preferences are currently aligned. However, if we found that preferences

were beginning to change, this would be an issue discussed at the SLT meetings in order to address the parents' preferences.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							3	2	2					7
Total	0	0	0	0	0	0	3	2	2	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	13
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	14

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	5	2	0	3		2	14		12	22
Total	5	2	0	3	0	2	14	0	12	22

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	5	4					13
Chinese							2	2						4
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	8	9	5	0	0	0	0	22

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1 a. The ESL teacher conducts some groups in pull-out and some in push-in depending on the class organization. Tompkins Square Middle School is currently trying to keep the ELs in one general education class at each grade level. This allows the ESL teacher to consistently push-in every day. Additionally, the ESL teacher pushes into the 6th, 7th, and 8th CTT and SETTS classes. In these classes, the ESL teacher co-teaches, parallel teaches, or station teaches depending on the planning for that week. There are two newcomer students in 6th grade, so those students also receive some pull out ESL support in order to learn the basics of reading and writing phonology and syntax. The ESL teacher co-plans all literacy units whether or not she pushes in or pulls out. The 7th grade ESL students have an assigned class with me during third period. The benefits for these 7th graders is that they get a concentrated amount of time for reading and writing support at a time in their day when they are not missing content. Because this period is a math enrichment period for the other 7th graders, if my 7th grade students also need math support, I coplan with the math teacher in order to address the language behind the math that students might be struggling with.

b. The ESL groupings are heterogeneous, as proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. When planning groups, the ESL teacher looks at the RLAT to see the students scores on Listening, Speaking, Reading, and Writing. These scores help the ESL teacher group the students according to their academic needs. Most of the time, the students are grouped by grade level, but students who are considered LEP and have IEPs would receive separate intervention from the ESL teacher.

2. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced. All students receive 90 minutes of Humanities instruction during the day. Students receive one (60 -75 minutes) period of push-in or pull-out ELL instruction daily as mandated by their LAB-R or NYSESLAT score. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level according to the language modalities from the NYSESLAT. For the pull-out students, the ESL teacher works with the classroom teachers to ensure that the students are not missing core academic areas, or enrichment activities, and that whatever is missed is not the same thing each day. The ESL teacher is the only pedagogue providing ESL services, but the schedules are organized for staff in such a way that the ESL teacher pushes-in to the Humanities classes.

a. Within the 360 minutes or the 180 minutes of ESL instruction, the ESL teacher rotates the focus of the lessons and activities to make

A. Programming and Scheduling Information

sure that the areas of Speaking, Listening, Reading and Writing are addressed. The ESL teacher focusses attention on the specific area that the students in each group require more to make sure they are progressing. For example, the two newcomer 6th graders need a lot of support in all modalities, so the ESL teacher spends 90 minutes a week in listening, speaking, reading, and writing. Based on the NYSESLAT scores, the 7th grade ESL group needs a lot of support in writing, so this area is addressed more often throughout the week. The 7th grade students are considered advanced listeners and speakers so we are spending about 45 minutes a week on listening strategies like note taking and using information gap activities to follow directions.

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

The ESL teacher supports the content areas of Math, Social Studies and Science by ensuring that visuals, language prompts and language functions are addressed in each lesson. The ESL teacher co-plans with the classroom teachers to point out the language that is needed to access the content. The teachers create prompts to help students demonstrate their understanding. Additionally, the teachers include a part of the minilesson to address how language is structured in these content areas so that students can get beyond the language and focus on what is being taught. For example, the ESL teacher instructs students about how to carry out language functions in specific content areas like how to sequence a lab report, or how to word a comparison in history. Science classes use project-based inquiry which is an authentic form of scientific exploration based on student questions that they want to test. In this way, students learn and apply academic vocabulary within their interest areas. Additionally, all content areas have word walls to help students build academic vocabulary. The ESL teacher always pairs visuals and picture images to the vocabulary and then plays information gap activities with the new vocabulary. In order to support reading and writing in the content area, instructional tools used include National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

All instruction at Tompkins Square Middle School is in English. The certified ESL teacher employs the SIOP lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans additional beginner lessons for listening, speaking, and grammar from the Side-by-Side series of textbooks, and provides a textbook to each child.

4. Since our school only has a free-standing ESL program, we do not conduct assessments in the students' native language, beyond the Spanish LAB-R for Spanish speaking students. In order to support students' native language development, we order books every year in a variety of native languages. We also use websites like childrenslibrary.org so that students can listen to and read stories in their native languages. We always try to pair newcomer ESL students with more advanced students that speak the same native language for support and guidance. We always encourage parents to continue working on native language development and literacy at home and share the data that supports the need for this. Many of our students attend weekend schools in the native language and we encourage students to bring in samples of the work they do in their native language.

5. a. There are currently two SIFE students at Tompkins Square Middle School. All beginning level students receive 360 minutes of ESL instruction. One of these students is already at grade level but the other student is behind grade level. For the student that is behind grade level, the ESL teacher is working with community based organizations, like the SinoAmerican foundation to support the student outside of school with homework and catching up to grade level. At the same time, we have made programmatic choices so that ESL instruction

A. Programming and Scheduling Information

supports the student's academic and social needs. For example, the student plus another newcomer, spend time with the ESL teacher during Humanities class in a pull-out environment to focus on oral skills like syntax, semantics, and intonation. During these times, the ESL teacher also modifies and supports the writing, reading, and social studies content. The students select books to read in the ESL classroom since they are of a more appropriate level. The ESL teacher also pushes-in for two math/science periods a week in order to support the language needs in those content areas. The ESL teacher modifies assignments and rubrics for these students with all teachers. Additionally, the SIFE students participate in a Wilson reading intervention program during extended day.

b. Newcomers are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. These ELLs engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk to develop their Basic Interpersonal Skills to prepare for Cognitive Academic Language Proficiency. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. These students are often given more individualized support and instruction to help meet their educational needs. The ESL teacher works closely with the classroom teacher in order to support our newcomers in preparing for the NYS ELA and Math exams. The ESL teacher works with the newcomers during reading and writing in order to support these students in building vocabulary, determining new vocabulary in context, envisioning as we read, and writing for clarity. The ESL teacher instructs the students on how to form language functions to speaking and writing. For example, on a basic level, the ESL teacher instructs students on how to structure questions and answers. Our goal is to support the newcomer students so that they develop the ability to socialize with peers, build lasting friendships, participate in class, and develop independence in reading with comprehension and writing for an audience. As the newcomers build confidence in their new learning classroom, they also gain confidence in their academic work, which will help them as test takers. The ESL teacher specially designs graphic organizers to help students access the classroom curriculum. The ESL teacher also uses dialog journals to communicate with the students about personal and academic issues and goals. Additionally, the ESL teacher uses the Side by Side workbooks with Beginning level students to develop phonemic, morphological, and syntactic skills. EL students attend extended day for additional service beyond the mandated 360 minutes of ESL support.

c. For our students who have received ESL service for 4-6 years, the ESL teacher co-plans with the general education teachers in order to plan lessons that directly address the areas in which the students still need support in the following areas:

For LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student. The Side by Side series has CDs for the students to listen for comprehension and minimal pairs. The ESL teacher also instructs the students on note-taking so that students can listen and glean and organize information during teacher lessons. The ESL teacher instructs students about different kinds of graphic organizers to use for organizing information while taking notes.

For LEP students who have not met the performance standard in speaking:

Speaking is an essential part of the ESL teacher's work with the students. LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Every group work session begins with some personal sharing. Additionally, all reading or writing activities include a sharing time about strategies used as well as a time to debate and discuss content area topics we learn about. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating. The ESL teacher instructs students about how to form the language functions that go with the previously mentioned oral

A. Programming and Scheduling Information

performance activities. Gallery walks are another strategy that the ESL teacher uses to review academic content through conversation. Additionally, the ESL teacher uses shared reading and drama to help students with intonation, fluency, and expression.

For LEP students who have not met the performance standard in reading:

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are encouraged to bring a book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. The ESL teacher leads strategy groups for specific reading skills like identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading. The ESL teacher models, using shared reading and think aloud strategies how she carries out these reading skills. The ESL teacher uses the document camera to demonstrate which graphic organizers she uses for which reading skills. For example, during a shared reading, the ESL teacher models envisioning as she reads by drawing a picture of what she is imagining from the text. Additionally the students use accountable talk during guided reading groups to read for comprehension and discuss inferences. The students also share independent reading notes using the document camera. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Most importantly, the ESL teacher instructs students on using context clues to learn and decipher new vocabulary as they read. Students also learn book selection strategies to make sure they are always reading books that they can understand. During independent reading the ESL teacher confers with students individually to ensure that students are reading to learn.

There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. The ESL teacher provides vocabulary support to improve students' understanding. The ESL teacher instructs students on tier two words for everyday language and tier three words for specific content reading.

For LEP students who have not met the performance standard in writing:

In collaboration with the general education teacher, the ESL teacher provides support in a push-in model in order to work directly with the students on authentic writing pieces. The ESL teacher supports the LEP students in all writing genres, like personal narratives, poetry, and various expository essays. The ESL teacher supports students in applying their decoding skills to their spelling, remembering and applying punctuation and grammar rules, and revising to ensure that sentences are not missing any words. The ESL teacher uses the Side by Side curriculum in order to support grammar development for beginning level students. In general the ESL teacher is supporting the LEP students in making sure their writing can be understood by their audience in order to maximize the power of their voices through writing. The ESL teacher uses a systemic functional linguistics approach to teaching writing by teaching students the language functions for how to write for specific purposes in different genres. For example, the ESL teacher works with students on how to nominalize and then make a statement about their thesis statements- something that is necessary in essay writing. Additionally, the ESL teacher instructs students on using clear referents in writing and embedding background information into sentences. Vocabulary and grammar choices in writing are also taught in order to demonstrate the differences in meaning that are communicated from different student choices.

d. At Tompkins Square Middle School we know that while students' social language may develop quickly, academic language takes longer. Therefore it is not uncommon to have ESL students for more than 6 years because they are still working on reading and writing skills. The school's school-based support team and pupil personnel team discuss these students' progress at length. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges. Often these students need support accessing the language of math, science, and social studies as well as reading and writing. The ESL teacher modifies the classroom activities and assignments adding visuals and scaffolding directions. Students that have been long term ELLs really need support in the CALPS. Often, the students need the most support in writing, as this is the area on the NYSESLAT the students rarely pass. For these students, the ESL teacher uses a systemic functional

A. Programming and Scheduling Information

linguistics approach to teaching writing by teaching students the language functions for how to write for specific purposes in different genres. The ESL teacher instructs students on using clear referents in writing and embedding background information into sentences. Vocabulary and grammar choices in writing are also taught in order to demonstrate the differences in meaning that are communicated from different student choices. The field of systemic functional linguistics seeks to make expectations in genres transparent to students, so that students meet the often unspoken demands of the genre. For example, the ESL teacher shows students that the essay genres demands proof so the ESL teacher teaches students about how to satisfy the language function of proving. So the ESL teacher teaches students how to find proof that matches a thesis statement and how to embed the quote in a paragraph and how to contextualize the quote to show that it really does prove the statement. Since academic vocabulary development is essential for student success the ESL teacher works with long term ELLs to develop vocabulary through research based programs like Wilson by using vocabulary sorts, cognates, and continuums for vocabulary meaning. Bilingual dictionaries and glossaries are available in all classes to help the ELLs with vocabulary.

6. When LEP students are identified as having special needs or disabilities, they learn in the least restrictive environment possible receiving individualized support work with the SETSS teacher. All LEP students with disabilities get the same number of mandated minutes of ESL service as regular education ESL students. In addition, these students receive pull-out or push-in support with the SETTS teacher. There are other additional supports depending on the students' needs. For example, many of these students receive additional, targeted support with the Wilson Reading program in extended day. All of these students are in the extended day program to get support. Teachers at Tompkins Square Middle School carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. We use the RTI approach for designing goals and checking progress. The ESL, SETTS, or general education teacher use data from classroom assessments, as well as the more formal assessments like the ELA, Math, NYSESLAT, or predictive tests to determine interventions that students need. The students then experience a two-week intervention and the teachers measure growth in the targeted area. For example, if a student needs support in inferencing, the ESL teacher will teach the student that we infer when an author shows us clues but doesn't tell us directly how a character is feeling. Then the ESL teacher will collect data over two weeks about how the student infers in reading.

Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. Tompkins Square Middle School also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allow all students to thrive academically. The ESL teacher continues to develop the students' English speaking, listening, reading, and writing skills by using developmentally appropriate texts and activities. The ESL teacher will use picture cards and big books to help develop speaking and listening skills. To develop reading and writing skills, the teacher uses books that are appropriate for the students' reading level and the ESL teacher supports the students in correcting the grammaticality of their classroom writing. The ESL teacher will also support the LEP students with disabilities in answering writing prompts to ensure that the answers follow correct English syntax and grammar to make sense. When there are LEP students with physical disabilities, the ESL teacher makes whatever appropriate changes in setting and instructional methods to support the students' ability to learn the information being delivered.

7. Tompkins Square Middle School thinks creatively when addressing the needs of EL students with disabilities. We have a School Based Support Team that meets to discuss all angles of the child's learning across all curricular and enrichment areas. Often the student will be added to a support group to provide targeted, but time limited, support to see if a short but intense push was all that was needed in certain areas. For curricular flexibility, the ESL teacher works with the classroom teachers modify the classroom curriculum and assessments for LEP students with learning differences. For instructional flexibility the ESL teacher works with the classroom teachers to choose the best groupings for student success depending on the activity or lesson. For example, the ESL teacher might pull out ESL students if they will need more background information on a topic before getting started with the lesson. For scheduling flexibility, the ESL teacher works with the classroom teacher to determine if a student needs to work with a different teacher for a specific need at a specific time. For example, during third period, if a former ELL student in math enrichment needs extra support with language functions in essay writing, they can come to my third period class for support. Our school support team works with longer-term EL students with programs like Wilson reading and RTI for any particular skill that needs intervention. For example, one of our longer-term EL students needs help with elaboration in writing, so the support team teacher is doing a limited time intervention with the student specifically on elaborating in writing.

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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?

Paste response to questions 8-17 here

8. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 5-7 years, long after the student is speaking fluently in English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. The ESL teacher and classroom teachers also modify the texts, assignments, and assessments for EL students for student success. For our EL newcomers the classroom teachers use their smartboards to provide as many visuals as possible during ELA, math, social studies, and science lessons. The smartboards are helpful because teachers can easily pull up images to demonstrate new math, science, or social studies terms, concepts, or vocabulary. These services are always provided in English at Tompkins Square Middle School, as we only have a freestanding ESL program available. We use the native language to support students in vocabulary development by keeping native language glossaries in all classrooms for all subject areas. We also refer to cognates in Romance languages for vocabulary support. Additionally, we use the International Children's Library, a website in which students can listen and read stories on line in their native language.

9. Former ELLs: Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow. The ELL teacher also visits the classroom periodically and supports the former ESL student with the classroom curriculum. The ESL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ESL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports.

10. One improvement that the ESL teacher has been trying to integrate is the use of field trips and community walks. The ESL teacher will lead LEP students on neighborhood walks, scavenger hunts, and field trips that will require the students to interact with community members in English. These activities will provide authentic environments in which students must use their English skills in order to accomplish certain tasks. For example, the ESL teacher will take students to the supermarket, or students will have to follow directions to arrive at a certain location in the neighborhood, or students will visit the neighborhood radio station to make an announcement on the radio. The ESL teacher is also expanding the number of classrooms that can have a push-in ESL curriculum each year. The ESL teacher is also getting more involved with the Social Studies curriculum for all students to help them understand the content. The ESL teacher has also created more picture/word games to develop student speaking skills in English as well as word family workbooks to support the ESL students with reading and spelling. The ESL teacher is also working hard to further develop students' academic vocabulary and language functions.

11. In response to the general education teachers' concerns, the ESL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support

directly in the subject areas at the time of instruction. There are few programs that the school has decided to discontinue, but we are working to minimize pull-out ESL programs in favor of push-in programs. We are doing this so that the students spend less time out of the classroom and so that the students can focus on targeted English skills through the classroom curriculum.

12. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. To ensure that families are aware of all the programs offered, these flyers are also sent home in the high incidence native languages. Also the parent coordinator and ESL teacher can provide translators for parent questions about these activities. In this way students are able to develop their social skills and social language for further success. There are opportunities for both parents and students to participate in school activities throughout the year. We have comedy nights, school parties, and movie nights. Other events include poetry slams, physical education clubs, after school, dance, camping trips, excursions and field trips, and cooking. ESL students also participate in classroom-based clubs along with their peers.

13. Tompkins Square Middle School has a large collection of books for our ESL students to read at their levels. The ESL library also has many books for students to read in pairs or groups. We have pictures cards, picture dictionaries, cubes, blocks, and foam letters for our newcomer students as well. Every year, the ESL teacher uses the ESL budget to buy more native language books. We have a variety of information gap games to teach vocabulary. We also have manipulatives for math exploration. There is a strong focus on technology at Tompkins Square Middle School. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Students can listen to books on the internet at childrenslibrary.org or razkids.com. The ESL teacher has many online games and activities downloaded for students to practice sight words, spelling, grammar, and reading comprehension. Teachers use the classroom smartboard for visuals and kinesthetic learning. The ESL teacher also uses programs like boardmaker and kidspiration for visuals and graphic organizers. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice.

14. Tompkins Square Middle School currently only has a freestanding ESL program. The ESL teacher sends home letters and informational flyers in the home language whenever possible. Additionally, students are encouraged to continue developing literacy in the native language at home, and whenever possible, the ESL teacher sends books home in the native language. The ESL teacher takes students to the local public library to check out books in the native language and English. Additionally, the childrenslibrary.org website narrates books in many native languages as well. The ESL department has books in Spanish to help students continue development in Spanish at home and in school. The ESL department is looking to buy books in more languages that are represented in our school like Chinese, Tibetan, French and Spanish. Additionally, the students are encouraged to bring books from home in their native language to share with the class. The ESL teacher celebrates Native Language week, in which the students read a book from their native language to the class to teach the class about their home language and culture and help the students empathize with what it is like to listen to a story in a language other than your primary language.

15. We have a wide range of materials available to support the students' language and developmental needs at all levels. We have several baskets of books at different reading levels for listening centers with books on cd and sets of cd players that would be interesting to different age, maturity, interest, and reading levels. Every year, the ESL teacher uses the ESL budget to buy more native language books. We have many books from many genres, like non-fiction, fantasy, mystery, alphabet, and realistic fiction books. We also use internet resources that support the classroom curriculum. We have several laptop carts in the building for students to do online research on topics of their interest. We support developing literacy with websites like [tumblebooks](http://tumblebooks.com) or [Reading A-Z](http://ReadingA-Z.com) in which the students can read online, choosing from a wide range of online books. The library also has a variety of reading materials for all levels and interests. The ESL teacher uses all of these resources to help the students with their classroom curriculum at each level. For example, the ESL teacher uses A-Z books for all grade levels, but uses increasingly more complex books for the groups that are more advanced in English.

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

centers that can support the families with learning English.

17. Tompkins Square Middle School only has Spanish foreign language courses. All students participate in Spanish classes as part of their schedule.

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.

Paste response to questions 1-3 here

1. The ESL teacher, attends all network ELL liason meetings and professional development as well as any BETAC conferences (though it looks like the Manhattan BETAC closed). The ESL teacher offers to turnkey any information learned at ELL workshops with the teachers duringa lunch in which training rate is offered by the principal. The ESL teacher also shares information about any content related workshop with the teachers.

Teachers are also provided support throughout the year on an individual basis. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students. Since the ESL teacher pushes-in with three different grade level classes, those teachers co-plan with the ESL teachers and use strategies that support ELs throughout the day. The ESL teacher often helps the teachers modify curriculum content and lesson plans so that the students are able to be successful even when the ESL teacher is not in the room. Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLS, differentiation, and lesson planning.

2. As our 8th grade ELLs prepare for high school, the ESL and classroom teachers work with the students on essential school survival skills like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The students use a planner to track what assignments are due in the short and long term. The students are also responsible for looking at the school website to track homework assignments and long term project. Tompkins Square Middle School uses JumpRope, an online grading program. Parents and students can check their grades at any time so they are responsbile for monitoring their progress in class. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new middle school in order to get a sense of the building's layout and what the new school's expectations are.

3. All teachers and staff, like paraprofessionals, administrators, counselors, special education teachers, secretaries and the parent coordinator will be provided with professional development to support the understanding of the citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction. The ESL teacher also works with the paraprofessionals, guidance counselor, parent coordinator, and secretaries to ensure that all parties carry out the proper procedures for incoming families in regard to informing the ESL teacher of their presence so that the ESL teacher can give the Home Language Survey. The paraprofessionals and parent coordinator and secretaries also support the ESL initiatives by helping to provide translations for the families that need information in their native languages.

Tompkins Square Middle School staff meets every other Monday from 3:25-4:30. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accomodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ESL teacher has given demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate. The entire staff is focusing on assessing student work through the use of continua. Later PD sessions will also be dedicated to differentiation ad inclusion. The ESL teacher is on the PD committee, so all PD sessions always have a piece tied to English learners' needs. The ESL teacher has created an ESL continuum that will help teachers assess and support students based on their current levels in Listening, Speaking, Reading, and Writing. These professional development sessions will help the teachers in supporting ELL and general education students.

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?

Paste response to questions 1-4 here

1. Parents are an integral part of Tompkins Square Middle School community. In order to include all parents in school activities, meetings, and projects, information is sent home in the native language so that parents of ELLs can participate. Parents have weekly Parent Association meetings with the Principal. Parents also participate in weekly community open work sessions in the classroom, in which parents work with their children on projects of their choosing. This particular weekly activity is excellent for the parents of the ELL students because then they can see what the classroom expectations and projects are so that the ELL parents can support them at home. Many parents conduct projects with their children's classes, like art projects or environmental studies projects. Parents help plan and facilitate a wide variety of community activities, such as the fall fair, community potluck, clubs within the school, potluck nights, class publishing parties, school carnival, and comedy nights. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and a variety of other school based groups. Tompkins Square Middle School makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year.

2. The ELL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITYCENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes.

In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2							2
Intermediate(I)							1	2						3
Advanced (A)							5	7	5					17
Total	0	0	0	0	0	0	8	9	5	0	0	0	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	6			11
7	2	7			9
8	1	5			6
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		7		3				11
7			5		4				9
8			5		1				6
NYSAA Bilingual Spe Ed									0

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

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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

Paste response to questions 1-6 here

1. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level and plan curriculum. The RLAT, RLER, RYOS, ROPB, RNMR, RMSR and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, comprehension checks, and informal and formal assessments that help to determine their literacy skills. Additionally, the ESL teacher checks ARIS for student progress in the ELA and Math exams as well to determine areas of strength and further development.

The classroom assessments that inform ESL instruction are the TCRWP running records and comprehension checks for determining reading levels. The TCRWP reading assessments have demonstrated that most of the ESL students are below grade level for reading. The ESL teacher is supporting the beginner students in reading by focusing on word families to help students decode as they read. The ESL teacher is also using books at the students' levels to support reading comprehension. The teacher helps students show comprehension by using graphic organizers for sequence of events, analyze character traits and the problem and solution. Additionally Tompkins Square Middle School uses the NYC Predictive tests to track student progress. The data from these assessments informs the classroom and ESL focus for the year. Since vocabulary can often be an inhibiting factor in reading comprehension, the ESL teacher is attending workshops with the network about vocabulary development. The ESL teacher is conducting daily activities to sort vocabulary words on continua with students to learn gradations of meaning for synonyms of words. Additionally, the ESL teacher teaches word families and cognates of the words that have been sorted. The ESL teacher has created a classroom library in the ESL office so that students can find books that are an appropriate reading level to maximize reading for meaning. Finally, the ESL teacher has reading websites on the ESL office computers so that students can listen to more advanced reading in English or their native language.

2. The chart below shows our scores for May 2011. The number of students is followed by the grade level.

Last Year's TSMS NYSESLAT scores:

May 2011

L/S Adv L/S Prof

6	8	4
7		8 (100%)
8		5 (100%)

May 2011

	R/W Beg	R/W Int	R/W Adv
6	2	6	4
7		4	4
8		2	3

Based on this data, my current TSMS students are working at these levels for the year 2011-2012

Sep 2011

	L/S Beg	L/S Int	L/S Adv	L/S Prof
6	2	1	5	
7			7	2
8				5

Sep 2011

	R/W Beg	R/W Int	R/W Adv
6	2	1	5
7		2	7
8			5

One seventh grader moved schools that is why there are only 7 students in 7th grade instead of 8.

3. The data from the NYSESLAT shows that our 7th and 8th graders need more reading/writing support – especially in the area of essay writing, as this tends to be lowest scoring modality. At the same time, it is also clear that the students are struggling to pass the listening section, which requires students to listen to a sequence of information and pick the one piece of information being requested. Therefore, the ESL teacher must also teach students how to listen for information. The ESL teacher has modified the ESL curriculum to respond to these needs. The ESL teacher does more listening activities and note taking lessons. Additionally, the ESL teacher is attending professional development sessions about vocabulary building. Finally, the need for further instruction in essay writing and listening for information is reflected in the classroom curriculum as well, so the ESL teacher will support the classroom curriculum by focussing on these skills. The ESL teacher is using theories from systemic functional linguistics to inform her writing instruction to help ESL students satisfy the demands of the essay genre.

The 6th graders are more complicated because two of them are beginners and one is a student that is considered MR. These students need to learn the basics of English vocabulary, phonics, intonation and syntax as well as the high level content needs of the general classroom. The 360 minutes of ESL service for these students is evenly divided among all the language modalities.

Last Year's TSMS ELA and Math scores

	ELA 1	ELA 2	ELA 3	ELA 4	Math 1	Math 2	Math 3	Math 4
6	5	6			1	7	3	
7	2	7				5	4	
8	1	5				5	1	

4. The teacher accesses and prints out score reports for all students after each assessment is administered. ARIS allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities. The classroom teachers and administration are also using this data to place these students in small groups for targeted instruction in certain reading and writing skills, like inferencing, or providing specific examples in essay writing in order to provide the support within the class curriculum on top of the ESL support being given. Classroom assistants, reading volunteers, and student teachers are also instructed on how to support these students in the specific

areas that have come up from the assessments. The school is learning that as the content gets more complicated, the ESL students can often fall behind. Administration and teachers have noticed the need to support ESL students in the classroom with key vocabulary that is essential for understanding higher level reading texts, Social Studies and Science. Word walls have become a required part of any classroom for all subject areas in response to this need. Additionally, the teachers spend a lot of time teaching students how to infer the meaning of new words based on context clues. Since there are so many native languages represented in our school, the classroom teachers are unable to have resources in every native language, but students are encouraged to use bilingual dictionaries, picture dictionaries, and the internet to support their understanding of vocabulary and content.

5. Tompkins Square Middle School does not have a dual language program.

6. Tompkins Square Middle School considers both test scores as well as development over the years through examination of student ESL portfolios to determine success within the ESL program. Some of our successes were a 100% passing rate in listening and speaking for the 7th and 8th graders in the spring of 2011. We saw a 50% passing rate in reading/writing for the 7th graders, and a 60% passing rate in reading/writing for the 8th graders. 33% of 6th graders were proficient in listening/speaking and reading/writing.

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: <u>MS 839 Tompkins Square</u>		School DBN: <u>839</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sonhando Estwick	Principal		1/1/01
Eric Forman	Assistant Principal		1/1/01
Shirley Lee Wong	Parent Coordinator		1/1/01
Rachel Levinsky	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

School Name: MS 839 Tompkins Square

School DBN: 839

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 01M839 **School Name:** Tompkins Square Middle School

Cluster: _____ **Network:** Bridges for Learning

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

Part A: Needs Assessment Findings

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

At the beginning of the school year, we look through the students' HLIS to find out the primary languages used at home. In addition, we use the ATS system to identify parents who may need translation and/or oral interpretation needs. While giving the HLIS, the ESL teacher has an informal interview with the parents. This interview reveals the parent's comfort level in English or preference for speaking the native language. Almost all parents at our school prefer to speak to teachers and receive school information in English, and write this on the HLIS. If the parent writes that he/she prefers to speak and receive information in the Native Language, the ESL teacher adds the family name to a chart so the the ESL teacher, the parent coordinator, and the school secretaries ensure that the families receive translations of all documents going home and all signs posted around the school.

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 currently have 22 ELs that speak a range of languages like Tibetan, Spanish, Chinese (Cantonese) and Arabic. Many of our students that are not considered ELs still speak another language at home. These findings are shared as a celebration of our school's diversity during Advisory periods and our 8th grade Immigration unit. Additionally, we always inform parents when translators and interpreters will be available at school events. School letters are also translated. Tompkins Square Middle School celebrates its diversity and shares this information at SLT meetings and PTA meetings.

Part B: Strategies and Activities

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

Using the DOE Translation Unit, we are translating all major written materials, including flyers for school events, letters home, conference notifications, and other community materials. We also use translation funds to pay a company to translate our school documents into Tibetan since that is not considered a high incidence language that the DOE translates.

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

We are using our translation budget allocation to hire on-site interpreters from Legal Interpreting Services, a contracted DOE Vendor, to provide oral interpretation services at major school events, including PTA meetings, family conferences, orientation, and Curriculum Night, as well as at individual conferences when needed. Staff resources include our Parent Coordinator, who speaks Cantonese, and several of our teachers and administrative staff, who speak Spanish, Portuguese, Italian, Hebrew, French, and Haitian Creole. We are also using School Messenger, an automated phone service, to provide home language messages whenever possible.

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

Before any school meetings, we inform parents in their native language of the meeting and let them know that translators will be available.

