



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ISAAC NEWTON MIDDLE SCHOOL FOR MATH AND SCIENCE

DBN (i.e. 01M001): 04M825

Principal: LISA NELSON

Principal Email: LNELSON7@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: REX BOBBISH

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Nelson	*Principal or Designee	
David McKinney	*UFT Chapter Leader or Designee	
Judith Reyes	*PA/PTA President or Designated Co-President	
Vance Jenkins	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shane Morris, Nadine Evans, Lindsay Prybylski	CBO Representative, if applicable	
Maria Santana	Member/ elected parent	
Belis Owens English	Member/ elected parent	
Felicia Lopez	Member/ elected parent	
Glarifia Perales	Member/ elected parent	
James Lauderdale	Member/ elected parent	
Kimberly Tyre	Member/ elected parent	
Raquel Lopez	Member/ elected parent	
Teresa Glenn	Member/ elected UFT	
Cameron Maxwell	Member/ elected UFT	
Arlene Perez	Member/ elected UFT	
Douglas Rich	Member/ elected UFT	
Melanie Flamm	Member/ elected UFT	
Elizabeth Beukenkamp	Member/ elected UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- A. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 04M825

School Configuration (2013-14)					
Grade Configuration	06,07,08,SE	Total Enrollment	324	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.6%	% Attendance Rate		92.3%	
% Free Lunch	89.6%	% Reduced Lunch		4.1%	
% Limited English Proficient	11.0%	% Students with Disabilities		21.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		28.3%	
% Hispanic or Latino	66.2%	% Asian or Native Hawaiian/Pacific Islander		3.8%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	7.25	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		10.3%	
% Teaching with Fewer Than 3 Years of Experience	26.9%	Average Teacher Absences		8.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		6.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		50.4%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
We have aligned curricula across grades and subjects, integrated CCLS and are aligning tasks into instructional units to meet the academic needs of all students. We maintain a culture of mutual trust and positive attitudes towards learning that support academic and personal growth of students and adults. The Principal and Assistant Principals communicate high expectations focused on student performance and is developing a system of accountability to accelerate learning for all students.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We need to (1) enhance teaching strategies, in order to enrich student participation, thereby increasing opportunities for further development of critical thinking skills, (2) deepen the use of formative assessment data to support instructional planning in order to make adjustments to meet the learning needs of all students, and (3) develop formal processes to evaluate the quality of school level decisions making adjustments as needed to increase the coherence of policies and practices across the school to meet the expectations of the CCLS.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
We had (1) six teachers who were either new or had one year of experience, (2) we had a long-term absence (six months), (3) we were challenged by bridging the gap between where are students were and the requirements of the CCLS, (4) we had a sixth grade that displayed behaviors that were not conducive to the learning process.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our school's 12-13 SCEP was successfully implemented in the following ways: (1) all teachers wrote and reflected on goals aligned with the Framework for Teaching and received feedback on their teaching, (2) Humanities lesson plans were fully aligned with CCLSs, (3) teachers began to use data to inform lesson planning and instruction, (4) the Isaac Newton Community Board was formed and successfully investigated issues of safety and devised strategies to reduce bullying and violence, (5) we created and used effective, on-going systems of communication that fostered dialogue and partnership between families, students and our school to improve student achievement.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
The following goals were not accomplished: (1) math and science lessons were not fully aligned with CCLSs, (2) several teachers still struggle to use data in meaningful ways to inform lesson planning and instruction, (3) we need to better involve families as partners in their children's learning.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers and challenges are: (1) students' level of preparation coming into our school is significantly lower than the skills required by CCLSs, (2) challenges associated with students living in poverty, (3) serious social-emotional needs of many students			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Percentage of students at 75 th growth percentile or higher in English: ELLs – 44%, Lowest Third Citywide – 62%, SWDs – 73.5%, Black and Hispanic males in the lowest third citywide – 67%. Percentage of students at 75 th growth percentile or higher in math: ELLs – 26%, Lowest Third Citywide – 47%, SWDs – 44%, Black and Hispanic males in the lowest third citywide – 57%			
Describe how the school leader(s) will communicate with school staff and the community.			
SLT, PTA, community meetings, teacher meetings, partner meetings, School Messenger, Teacher Ease, school web-site, morning notes			
Describe your theory of action at the core of your school's SCEP.			
Through consistent observation and feedback using Danielson's Framework for teaching instruction will improve. Improving instruction will increase students' academic achievement.			

Additionally, if we extend our sixth and seventh grade students' learning day by three hours Monday through Thursday, they will be exposed to and learn additional academic language, will be compelled to be specific about information that they know and be able to pose articulate questions about material that they are learning. This additional learning time must be of high quality and connected to classroom instruction during the regular school by. By exposing our students to this additional learning time in sixth and seventh grade, they will be more independent in eighth grade. This will improve academic achievement in sixth, seventh and eighth grade and better prepare our students to be successful in high school and college.

Describe the strategy for executing your theory of action in your school's SCEP.

Working with Citizen Schools and City Year we have instituted a mandatory Expanded Learning Time program for all of our sixth and seventh graders. During this time, students are engaged in additional rigorous curriculum. They also participate in four apprenticeships each year that expose them to interesting careers.

We have several strong partnerships including Citizen Schools, City Year, Union Settlement, College for Every Student, and Urban Advantage.

Through regular monitoring and meeting with partners we strive to fully integrate Citizen Schools, City Year and Union Settlement into our instructional program

List the key elements and other unique characteristics of your school's SCEP.

- 1 - We are developing data systems that bridge the work of INMS teachers and CS teachers. These systems will promote the effective use of data to inform planning and instruction.
- 2 – We are using a variety of professional development resources to ensure the alignment of curriculum with CCLSs.
- 3 – We are providing teachers with professional development resources around differentiation to ensure that individual students' needs are met.
- 4 – We have very strong partnerships that are committed to working together with us and with each other to improve our school.
- 5 – We are committed to increase parent involvement around academic achievement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Strong partnerships with Citizen Schools, City Year, Union Settlement, Urban Advantage and College for Every Students.
Committed group of parents on PTA committed to school improvement.

Excellent professional development resources including network, city, Urban Advantage, Scholastic, CMP and Facing History.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

2.3: Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social-emotional developmental health that makes progress towards mission critical goals. Tenet 2 encompassing 1.3, 3.1, 4.1, 5.1. *“Although teacher teams review student assessment data, this has not yet yielded an effective school wide monitoring process thus there are many missed opportunities to adjust instruction to meet student learning needs. In addition the school did not provide evidence of a system of check-ins to monitor and evaluate next steps in instructional practices using student data. As a result of the lack of a formal monitoring system administration has not adjusted school level decisions to support teachers in further alignment and implementation of the CCLS.”*

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	X	
2.2 School leader’s vision		2.3 Systems and structures for school development
2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By the end of June 2014 an effective system will be in place in which achievement outcomes of Academic Extension (AE) will be shared with sixth and seventh grade teachers to inform lesson planning and improve student learning. Academic Extension lessons will be planned by Isaac Newton Middle School (INMS) teachers and co-taught by INMS and Citizen Schools (CS) teachers. CS teachers will monitor and collect data regarding which students met objectives and provide this data to INMS teachers. INMS teachers will use this data to plan lessons.

This work is one part of our larger Expanded Learning Time initiative in which all sixth and seventh grade students (including ELLs, SWDs, students in the lowest third, and Black and Hispanic Students in the lowest third) receive 12 additional hours of school each week. AE is one part of this work. Additionally, students receive writing instruction, engage in vocabulary building activities, receive additional math and reading instruction, learn about HSSs, colleges and careers, and work with volunteers on Apprenticeships. Apprenticeships are 10 week units in which students engage in a project and then present their work to an authentic audience. For example, students work with volunteer from Google to design a video game which is then presented to other students, families, and the Google community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. Students participate in AE and finish by taking a short assessment that is given by CS teachers, to determine if students achieved the learning objective.
3. Data is compiled by CS teachers and shared with INMS teachers.
4. INMS teachers then use this data to plan next steps.
5. This monitoring of learning in the core subjects is reviewed bi-weekly by teachers across a grade.
6. There are regular reviews of this process to review the efficacy of the process to support students’ academic process.
7. Families are provided updates on student progress through an on-line grading system, progress reports, and through regular contact from INMS teachers and CS teachers.
- 8. Key personnel and other resources used to implement each strategy/activity**
1. 6th and 7th grade teachers, Humanities Coach, Math Consultant, CS staff
2. 6th and 7th grade teachers, Humanities Coach, Math Consultant, CS staff
3. 6th and 7th grade teachers, Humanities Coach, Math Consultant
4. 6th and 7th grade teachers, Humanities Coach, Math Consultant
5. 6th and 7th grade teachers, Humanities Coach, Math Consultant
6. 6th and 7th grade teachers, Humanities Coach, Math Consultant, CS staff
- 9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Lesson plans for AE that reflect achievement of objectives
2. Data is compiled by CS and shared with INMS that reflects which students achieved learning objectives
3. Lesson plans that reflect changes based on data
4. Planning meeting notes that reflect data usage
5. Updated units and lessons based on review
6. Contact as needed with families

10. Timeline for implementation and completion including start and end dates

6. September 2013 to June 2014
7. September 2013 to June 2014
8. September 2013 to June 2014
9. September 2013 to June 2014
10. September 2013 to June 2014
11. September 2013 to June 2014

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During AE (which takes place each day from 3:15 to 4:15PM), students cycle through math, English, and science targeted lessons aligned with the CCLS and planned by Isaac Newton Middle School (INMS) teacher. The first 37.5 minutes of AE is taught by both INMS and CS teachers. INMS teachers take the lead in the follow-up mini lesson.
2. At the end of AE a short assessment is given by CS teachers to determine if students achieved the learning objective. Data is compiled by CS teachers and shared with INMS teachers.
3. INMS teachers review this data daily to plan next steps and future lessons.
4. Teachers meet bi-weekly by grade.
5. Teachers meet bi-weekly by grade.
6. All families have access to Teacher Ease, an on-line grading system, families receive progress reports from INMS teachers minimally at the mid-point of the marking period, INMS contact families regularly regarding their child's progress, CS teachers contact families every other week regarding their child's progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Sequester/2010 Census Title I SWP, Title I Priority/Focus SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

3.3: Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content. Tenet 3 encompassing 1.1, 1.2, 2.2, 3.1, 4.2, 5.1. *"Teachers frequently asked lower-order thinking questions and although students were often compliant, they were not engaged in high-level activities."*

Review Type:	QR	Year:	2012-2013	Page Number:	5-6	HEDI Rating:	P, D, D, D, D, D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By the end of the 2013-2014 school year, teachers across all disciplines will implement curriculum aligned to the CCLSs with evidence of higher order thinking questions and activities. A lead teacher or coach will support and coach teacher development (in collaboration with the network) in best practices for curriculum development using the CCLSs with a focus on asking higher order thinking questions and incorporating higher order thinking activities..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Humanities teachers will co-plan in grade level teams (including SE teacher) to revise current curriculum units to fully align with CCLSs and incorporate CodeX into curriculum. Humanities teachers will incorporate higher order thinking questions and activities into all lessons
2. Math teachers will co-plan in grade level teams (including SE teacher) to implement CMP.
3. Science teachers will co-plan to revise current curriculum units to incorporate CCLS's literacy standards, and to implement an inquiry-based science curriculum that fosters higher order thinking.
4. Families are involved in this work in the following ways: (a) families are invited to participate in workshops illuminating the CCLSs, (b) units of study are included in monthly calendar and are posted outside of teachers' doors and offices, (c) families are invited to participate in CS WOWs

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Humanities coach, lead teachers, network achievement coach, Scholastic consultant
2. Teachers, math consultant, lead teachers, network achievement coach
3. Teachers, math consultant, lead teachers, Urban Advantage
4. Teachers, humanities coach, lead teachers, math consultant, and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Eighty percent of humanities teachers' MOPL ratings for Domain 1 (Planning and Preparation) C (setting instructional outcomes) and E (designing coherent instruction) and Domain 3 (Instruction) B (using questioning and discussion techniques) will be effective or highly effective
2. Eighty percent of math teachers' MOPL ratings for Domain 1 (Planning and Preparation) C (setting instructional outcomes) and E (designing coherent instruction) and Domain 3 (Instruction) B (using questioning and discussion techniques) will be effective or highly effective
3. Eighty percent of science teachers' MOPL ratings for Domain 1 (Planning and Preparation) C (setting instructional outcomes) and E (designing coherent instruction) and Domain 3 (Instruction) B (using questioning and discussion techniques) will be effective or highly effective
4. Contact as needed with families

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All humanities teachers meet bi-weekly with their planning partners (including SE teacher) in a meeting facilitated by the Humanities Coach, to explore best practice in the content area. These meetings cycle through curriculum, looking at student work and using student data, with a focus on sub-groups. Humanities teachers will receive on-going professional development from network, city, and Scholastic.
2. All math teachers meet bi-weekly with their planning partners (including SE teacher) in a meeting facilitated by external math consultant to explore best practice in the content area. These meetings cycle through curriculum, looking at student work and using student data, with a focus on sub-groups. Math teachers will receive on-going professional development from network, city and CMP with a focus on subgroups.
3. All science teachers meet bi-weekly with their planning partners (including SE teacher) to explore best practice in the content area. These meetings cycle through curriculum, looking at student work and using student data, with a focus on sub-groups. Science teachers will receive on-going professional development from Urban Advantage with a focus on subgroups
4. Families are involved in this work in the following ways: (a) families are invited to participate in workshops illuminating the CCLSs, (b) units of study are included in monthly calendar and are posted outside of teachers' doors and offices, (c) families are invited to participate in CS WOWs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Sequester/2010 Census Title I SWP, Title I Priority/Focus SWP											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
4.5: Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process. Tenet 4 encompasses 1.1, 1.2, 1.4, 2.2, 3.1, 4.2. <i>"However, in other classes teachers have not yet made the shift and all students are receiving the same instruction and same activity at the same time with no modifications for individual students. Additionally in several classes observed the direct teaching part of the lesson was so long that teachers were not able to provide students with independent work time. Hence, uneven practices minimize students' use of critical thinking skills leading to ownership of the learning process and the deeper understandings as outlined in the CCLS expectations."</i>											
Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	P, D, P, D, D, D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
All teachers will use exit tickets in 80% of their lessons to assess which students achieved learning objectives. This information will be used to modify teaching to meet the needs of individual students.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. All teachers will receive PD on data in progress report and "student rankings." All teachers will use this understanding for differentiation in lesson plans.											
2. Teachers will meet bi-weekly to discuss practices on using exit tickets or other formative assessment to determine whether students achieved daily learning objective. Objectives and plans will reflect this information.											
3. SE teachers are working with GE teachers to differentiate lesson plans for students with IEPs. Additional teaching staff (including SE teachers, ESL teacher, City Year Corp Members, NYU America Reads Tutors, paraprofessionals, and student teachers will work with specific groups of students to either ensure achievement of learning objective or to encourage extensions of learning objectives.											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers (SE and GE), network data support person, coaches and consultants, administrators.											
2. Teachers (SE and GE), coaches and consultants											
3. Teachers (SE, GE, ESL), coaches and consultants, paraprofessionals, student teachers, partners.											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. All teachers will assess which students achieved the learning objectives with an exit ticket.											
2. Lessons will be revised based upon outcome of exit tickets to meet the needs of individual students.											
3. Students will be grouped intentionally to provide support for students who are not achieving learning objectives and to provide opportunities for students who are able to excel											
D. Timeline for implementation and completion including start and end dates											

1. January 2014 to March 2014
2. September 2013 to October 2013
3. September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Two supervisors will work for five hours per week for nine weeks, to support teachers in using formative assessment in their classes.
2. Ten teachers will work for two hours per week for five weeks.
3. Academic Extension (part of ELT for sixth and seventh graders) will be planned by INMS teachers to target additional learning objectives. Data regarding student achievement of this data will be analyzed to inform future planning and teaching.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. Tenet 5 encompasses 1.3, 1.4, 3.1, 3.4, 4.2. *"Similarly, there are no formal systems in place to review the extent of impact of the support that the partnerships with outside agencies provide relative to strengthening student academic outcomes."*

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D, P, D, P, D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

A system of communication will exist between INMS, partners, and families to coordinate constituents' efforts to strengthen students' social and emotional developmental health.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Citizen Schools, City Year, and Union Settlement, Parent Coordinator and PTA President will meet monthly to ensure that individual partnership initiatives are coordinated to improve school culture, and student social and emotional development. Monthly reports of efforts will be shared with administration
2. All partners have a family involvement point person to coordinate outreach to families

B. Key personnel and other resources used to implement each strategy/activity

1. City Year personnel, Citizen Schools personnel, Union Settlement personnel, Parent Coordinator, PTA President, principal and assistant principals.
2. City Year personnel, Citizen Schools personnel, Union Settlement personnel, Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Community building meeting agendas and notes; events to build community such as WOWs, Family Game Night, Family Science Night, Family Literacy Night, Talent

- Show, etc. will be planned collaboratively by partners and family members; Environmental Survey results from students
- Environmental Survey results from parents will show improved scores for communication
- D. Timeline for implementation and completion including start and end dates**
- November 2013 to June 2014
 - November 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Citizen Schools facilitates our mandatory ELT for sixth and seventh grade (long term partnership). Union Settlement provides voluntary afterschool for our eighth grade, high school readiness for eighth graders including HS fair visits, college awareness for all students, and Saturday Academy in the Spring. City Year (first year of partnership) is working to improve attendance, improve academic achievement, and foster social-emotional health. Each point person will participate in a monthly meeting monthly to ensure that all efforts are coordinated and seek opportunities to work together to foster synergy.
 - Each organization has a point person for parent involvement and for building school culture..

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Sequester/2010 Census Title I SWP, Title I Priority/Focus SWP											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success. Tenet 6 encompassing 1.3, 1.4, 3.1, 3.4. *Although 93% of families responded that they agree or strongly agree that the school keeps them informed about what they are learning, this survey only represents 22% of our students' families.*

Review Type:	LES	Year:	2012 - 2013	Page Number:	2	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

- Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
- To increase families' knowledge of what students are learning in school by (a) including units of study for math, science and humanities in monthly calendar and posting this information outside of each classroom and on posters in public areas of the school, and (b) engaging a group of families in a Learning Walk with a focus on what skills students need to be successful in school and disseminating these results in a public meeting.

Strategies to Increase Parental Involvement and Engagement

- Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- A. Strategies/activities that encompass the needs of identified subgroups**
- All teachers will post "Units of Study" outside their doors. Parent Coordinator will include these units of study in month calendar that is disseminated to families. Parent Coordinator will post these units of study publicly outside of room 207 and room 258.
 - Principal, Parent Coordinator, and PTA President will plan and implement a Learning Walk for five family members with a focus on what skills students need to be successful in school.
 - Noticings and wonderings of Learning Walks will be shared at SLT and PTA meetings

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, Parent Coordinator
2. Parent Coordinator, PTA President, coaches, assistant principals, principal
3. Parent Coordinator, PTA President, coaches, assistant principals, principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Units of Study will be posted outside of each teachers' door. Units of Study will be posted publically outside of room 207 and room 258. Environmental Survey results from parents will show improved scores for academic engagement.
2. Learning Walk agenda and follow-up letter
3. Minutes from SLT and PTA meeting at which noticings and wonderings of Learning Walk are presented.

D. Timeline for implementation and completion including start and end dates

1. Units of Study will be posted outside of each classroom September 2013 through June 2013. Units of Study will be included in monthly calendar and posted publicly November 2013 through June 2014
2. Learning Walk will take place between March and May 2014.
3. Noticings and wonderings from Learning Walk will be presented at the subsequent PTA and SLT meetings before June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will articulate Units of Study that are aligned with Curriculum Maps that are aligned with CCLSs. Teachers will post Units of Study outside of their classrooms. Parent Coordinator will include Units of Study in monthly calendar that is disseminated to families. Parent Coordinator will post Units of Study publically outside of rooms 207 and 258 and update this information monthly.
2. Parent Coordinator, PTA President and Principal will plan a Learning Walk focused on skills that students need to be successful in school. Parent Coordinator and PTA President will engage at least five families in Learning Walk.
3. Parent Coordinator and PTA President will compile Noticings and Wonderings with support of Principal. Parent Coordinator and PTA President will present Noticings and Wonderings to PTA and SLT.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Supplemental units of study Interactive writing	Small group One-to-one tutoring On-line	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
Mathematics	Remediation of benchmark skills	Small group One-to-one tutoring On-line	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
Science	Differentiated units of study and inquiry-based approach	Small group One-to-one tutoring	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
Social Studies	Supplemental units of study Interactive writing	Small group One-to-one tutoring	6th and 7th grade ELT 8 grade – 37.5 minutes Morning and lunch time tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	CFES Leadership Group At-risk counseling Mentorship City Year 50 Acts of Leadership Sixth and seventh grade advisory	Small group One-to-one	During and after school.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Partnership with NYU provides student teachers Mentorship for new teachers Planning partners Professional development tailored to meet teachers' needs (school and network) Urban Advantage Partnership provides PD for science teachers Departmental meeting Professional development on CCLSs Outside consultant for math Network coaches cycles Partnership with Citizen Schools and City Year: mentorship, common meeting, and celebrations

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers work with coaches and consultant both during common planning time and Content Area Meetings, All teachers have been provided opportunities to engage in PD provided by network, school, and DOE. Teachers work in teams to plan lessons aligned with CCLSs. All science teachers receive PD through our partnership with Urban Advantage.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used to provide supplies, uniforms, and "trip fees" for students living in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers received PD on options. Team (representing all grade levels, content areas, and varied levels of experience) met in accordance with guidelines to review options and make decisions regarding MOSL. Follow-up PD for teachers to ensure that all teachers understood selections including rationale and implications.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 04	Borough Manhattan	School Number 825
School Name Isaac Newton Middle School for Sci& Mat		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lisa Nelson	Assistant Principal Nadine Kellogg
Coach Patrice LoCicero, Humanities	Coach
ESL Teacher Patrice LoCicero	Guidance Counselor Dennis Ortiz
Teacher/Subject Area Melanie Flamm/Humanities	Parent
Teacher/Subject Area Linda Fisher/Humanities	Parent Coordinator Ms. Cheryl Forsyth
Related Service Provider Sparkle Peters	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	38	ELLs as share of total student population (%)	11.24%
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Part II: 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														
SELECT ONE							17	12	9					38
SELECT ONE														0
Total	0	0	0	0	0	0	17	12	9	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	0	3	18	0	7	7	0	6	38
Total	13	0	3	18	0	7	7	0	6	38

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	7	7					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								3	1					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
TOTAL	0	0	0	0	0	0	17	12	9	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

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	4	2					8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	0	6					9
Advanced (A)							13	7	1					21
Total	0	0	0	0	0	0	18	11	9	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	8	6	0	0	
7	7	3	0	0	
8	6	1	0	0	
NYSAA Bilingual (SWD)	1				

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	0		6		4		3		
7	0		6		1		1		
8	1		2		3		1		
NYSAA Bilingual (SWD)	1								

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		11		3		
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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								

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Our instruction is geared toward accelerating students acquisition of English, and to become proficient readers and writers of English through exposing them to complex texts that are Common Core aligned. Additionally, to assess students reading and comprehension levels, all ELL students are given the TCRWP to determine their Independent Reading Level three times per year. The first TCRWP assessment is given in September, followed by a test in January and June that are entered into the TC AssessmentPro to track Independent Reading Levels. We also use data from the NYSESLAT, ELA and Math scores to assess students' learning needs and levels.

Currently, using the data from TC Assessments, in the 6th grade there are 16 Intermediate and Advance ELLs who range in reading level from P to T. They use Independent Reading time to read books on their level and conference with the Humanities teachers and the ESL teacher to push reading comprehension and levels. In the 7th grade, there are three Beginner students who are reading at levels G, J and N. The range of levels of Intermediate and Advanced ELLs is from P - V. Currently, there are no ELLs reading above Level V in the 7th grade. We are pushing Independent Reading and Conferencing to increase TC Levels for the next testing period, and to track students projected performance on the ELA exam. In grade 8, 1 Beginning ELL is at Level L, and has been in the United States one year. One Intermediate ELL is reading at Level M. This student has been in the country less than 3 years and is making steady progress in her ability to decode and comprehend English. Two students are at R, 3 students are at Level T and 1 student is at Level W. Reading Level growth is shown from year to year at ISMSMS due to regularly scheduled Independent Reading time and conferencing around reading strategies and choosing "Just Right Books."

Additionally, students who struggle to speak English and/or read are assessed using the Wilson Assessment to determine a complete picture of the students' phonological awareness and decoding skills. All ESL students are scheduled to receive Independent Reading Time, where they read books and selections based on their Independent Reading level. Humanities teachers and the full time ESL teacher conference and track students reading comprehension through conferencing and TCRWP Assessment.

Currently, there is a group of Beginner and Intermediate ELLs receiving some Wilson instruction who are reading at Level M or below on the TCRWP Assessment. Four of the students speak Arabic as a first language, and have difficulty associating phonological sounds with the alphabet. The other student speaks Spanish and has recently received an IEP. The sixth student is a recent arrival and has low literacy skills in her primary language, Wolof.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here: 2. Most students who have been in the United States three years or less test as Beginners on either the LAB-R or NYSESLAT. Currently, this year, INMSMS has tested five students with the LAB-R, as newly admitted to the NYC DOE and of those tested, three tested proficient and three tested as Beginning ESL students. The NYSESLAT data shows there are 8 students testing at Beginning level. The patterns reveal that 30 ESL students who test at the intermediate and advanced levels on the NYSESLAT generally test higher in the reading and speaking modalities, but score lower on the listening and writing modalities. Currently, there are nine students testing at Intermediate level, and they range from SWD's to students who have been in the country three years or less. Twenty students are testing at Advanced level and their pattern indicates that writing segment of the test is the weakest area. Additionally, approximately 20% - 30% of ELLs test proficient each year and over a three year period, and 5 out of 6 ELLs in general education tested proficient between Fall 2011 and Spring 2012, or from grade 6 to end of grade 7, or 84%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Paste response to question here: 3. The ELLs with three years of service or less are pulled out and received differentiated instruction that is aligned to the Humanities curriculum. It is Common Core aligned and based on reading, writing, speaking and listening within a theme-based approach. The ELLs who are in the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. The majority of ELLs within this range scored higher in Listening and Speaking, but has yet to reach proficiency in Reading and Writing. Therefore, the ESL teacher collaborates with the Humanities teachers in all three grades in order to ensure that lessons have an explicit language focus for enhancing Tier II and III vocabulary words and ELA skill-based aims for each lesson. Daily

lessons include Exit Tickets to monitor next steps for instruction. Additionally, Humanities classrooms are now using the Code X, the Scholastic Common Core aligned curriculum that is recommended by the NYDOE. This curriculum focuses on vocabulary and building higher level language skills. It is a program that offers text complexity and higher level thinking skills in each lesson. It also exposes students to multiple readings of the same text with a lens of close reads.

The majority of Long Term ELLs test at the Advanced level and are fluent speakers of English. Therefore, they require instruction that develops academic reading and writing, along with instruction that pushes the skills they need for high school, college and beyond. The Common Core aligned units in Humanities address the skills needed for non-fiction reading, writing, critical thinking and deeper analysis of fiction. Code X is providing long term ELLs the opportunity to practice reading and analyzing a variety of texts through close reads to build the stamina to attack texts and written responses. The curriculum exposes the ELLs to a variety of texts, videos, articles and excerpts to increase text complexity and higher level critical thinking.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: 4. a. The proficiencies across grades show that we move ELLs who are in the general education class

from Intermediate or Advanced to Proficient over the three year period at Isaac Newton Middle School. The ELLs in grade 8 who are scoring at the Intermediate level are ELLs with IEP's, with the exception of two students who have been in the United States

less than three years. These two students are scoring at Beginning and Intermediate levels. By grade 8, 5 out of 6 ELLs in general education tested proficient between September, 2011 and May 2012, or 84% of ELLs reached proficient within two years.

In 2012/13, ELLs in general education in grade 6, 4 out of 9 ELLs tested proficient, or almost 50% in that grade. ELLs with SWD's do not show high levels of testing proficiency and we continue to plan multiple points of entry for them during the ICT class with the the ESL teacher who pushes into the class to assist in instructional time and pulls out when student needs are served by a small group.

4.b. The ESL teacher uses the Periodic Assessment to gauge how well the ELLs are tracking on testing, and addresses instruction to push skills in order to be proficient. The data is shared with Humanities teachers who can groups and target instruction for ELLs in their class during the 90-minute Humanities period.

4.c. The school is learning that ELLs underperform on standardized testing, particularly the ELA. They achieve higher levels of success

with teacher-made tests and projects. The Listening test is most challenging, as it is a recording of a voice and ELLs at Isaac Newton seem to perform better when material is read by a teacher with whom they are familiar. The use of note-taking from videos and audio tapes throughout the year can be used to push students ability to comprehend and respond to questioning and directions. CCSS aligned lessons using audio and video can assist students in becoming proficient listeners.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: We ensure that new arrivals have access to native language books, are able to write responses in native language and use google translate in the classroom to translate assignments and unit vocabulary for ELLs. We also have PBIS Science Books in Spanish, so that students who are new arrivals and whose native language is Spanish, can follow the curriculum in science classes. With students whose native language is other than Spanish, we use google translate as much as possible to help students stay up with assignments. We also have bilingual dictionaries and word picture dictionaries to assist in instruction. Additionally, all teachers teach content area vocabulary and maintain Word Walls that contain key vocabulary words. Moreover, teachers use multiple entry points, videos and content area dictionaries to teach important concepts and vocabulary. Science literacy is a focus in the Science department to help students build important English language skills.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here: For new students who register at INMSMS and/or are new to the system, the family of the student is given the Home Language Identification Survey (HLIS) form by Ms. LoCicero, the licensed ESL teacher or Nadine Kellogg, the Assistant Principal. An informal interview (in the family's native language) is conducted. Many of the staff at INMSMS are bilingual (English/Spanish) such as the ESL teacher, one Math teacher, one Spanish teacher, one Special Education teacher and one para-professional. One Administrator speaks Spanish, French, Portuguese and the ESL teacher speaks Italian. Also, high school personnel who speak Chinese are available. Therefore, depending on the family's native language, there are staff members to accommodate translation, or translation services are utilized to facilitate this crucial oral interview. After administering and collecting the HLIS, if it is determined that the student does in fact speak a language other than English at home, and is therefore Language Assessment Battery-revised (LAB-R) eligible, the ESL teacher administers the LAB-R exam within 10 days of admittance and scores the test to determine if the student is eligible for ESL instruction. If the student's native language is determined to be Spanish, and the student scores below proficient on the LAB-R, the student is given the Spanish LAB in order to determine which language is dominant. Once administered and scored, the LAB-R is submitted to the borough testing administrator.

- 2. 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.

Paste response to question here: Isaac Newton Middle School is a Middle School Choice program; therefore the majority of students entering our 6th grade are accepted during the Middle School Choice process the previous spring. The ESL teachers reviews the data on ATS, as well as existing Home Language Identification Surveys in order to identify all ELLs in our school. The New York State English as a Second Language Achievement Test (NYSESLAT) scores are generated from ATS to determine the mandated scheduling of ESL instruction. However, for the new families who register at INMSMS during the school year, if it is determined that the family speaks another language at home during the HLIS survey and informal interview, and the student is eligible for ESL as determined by the LAB-R, Ms. LoCicero, the ESL teacher, as well as Chery Forsyth, the Parent Coordinator, provide the family with the Entitlement Letter and Parent Survey and Program Selection for ELL students who have scored below proficiency.

Parents are informed of their three choices available (Freestanding ESL, Transitional Bilingual and Dual Language). They are shown the Department of Education's DVD on Second Language Learner's and are able to ask questions regarding the three program options available. The ESL teacher, Ms. LoCicero, facilitates this meeting. Once the online video has been shown, the family will complete the parent survey and selection form. Because newly enrolled students need to be placed into appropriate language programs within ten days of initial enrollment, the ESL teacher ensures that parents are informed of and fully understand the three options available as promptly as possible.

- 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

Paste response to question here: For new students admitted to INMSMS, those who score below proficiency on the LAB-R, Ms. LoCicero, the ESL teacher, or Ms. Chery Fosyth, the Parent Coordinator, provide the family with the Entitlement Letter and Parent Survey and Program Selection form. In most cases the documents are delivered and signed at the initial meeting. If not, they are sent home. If letters and surveys are not returned, the Parent Coordinator follows up with a telephone call and a letter followed by a letter sent by registered mail.

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

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.

Paste response to question here: INMSMS offers a freestanding ESL program. For new students who enroll at INMSMS and who test below Proficient on the LAB-R or NYSESLAT, we inform parents about the choices they are entitled to for their children and show them the DOE DVD, also available on-line, in their language, in order to ascertain what type of program they feel is best for their child. This school year, we have had three new families enroll their child at INMSMS in Fall 2013. All three families were shown the DVD regarding their educational options, and they chose the freestanding ESL program at ISMSMS. Of those families, two were Spanish speaking, and Ms. Kellogg, the Assistant Principal is fluent in Spanish. She conferred with these families. Another family is from Yemen, and the mother speaks English.

Ms. Kellogg, the Assistant Principal speaks fluent Spanish, French and Portuguese and uses native language with parents whenever possible. If not, we find a person who can translate whenever needed, in order to confer regarding family choice regarding their preference about choosing a bilingual program versus a Free-standing ESL program. Parents who choose ISMSMS have decided that they want their child in our school because we have a reputation as a safe, orderly learning environment where children can learn and have their learning needs supported. Our community is known to support diversity and students feel accepted and included.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: In the spring, the ESL teacher prints out a new RLER and RLAT to ensure that all students who are identified to take the NYSESLAT are scheduled for the test. A schedule is created for each part of the four part exam. She trains the team who will administer and grade the Speaking and Writing portion of the exam. She then informs the Humanities, Art and Science teachers and administrators of the testing schedule. All ESL students are tested by a team that includes a SETSS teacher and the ICT teachers from grades 7 & 8. The teachers are trained with the materials provided to the school, and ESL teacher provides oversight to ensure the Speaking, Listening, Reading and Writing exams and administered correctly. If a student is absent for a section of the exam, a make-up test is scheduled. The ESL teacher keeps track of all 4 parts of the exam to ensure 100% completion rate.

6. 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.) 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 question here: In Fall 2013, all three families who have enrolled their children in INMSMS have chosen a Free-standing ESL program for their child. If a parent were to express interest in a bilingual or dual language program, we would make a note of it, and the family would be referred to another school that has a Spanish language bilingual program in place. We would also refer students to MS 117 which has a Spanish language bilingual program as well. If the family is Spanish dominant, both the ESL teacher and Ms. Kellogg, the Assistant Principal are qualified to consult parents in Spanish. Ms. LoCicero speaks Italian and Spanish, and Ms. Kellogg speaks Spanish, French, and Portuguese.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here: INMSMS believes that ELLs can achieve success and are expected to work at the same level as the other students in the school. In the content-area classes, ELLs are paired with former-ELLs and proficient speakers of English who speak the native language whenever possible. Teachers differentiate lessons and provide multiple entry points for ELLs and all students, using assessments, targeted groups that allow students to access instruction and learning opportunities. Additionally, INMSMS has several learning partners that allow us to have additional people in the classroom to assist teachers during instructional time. City Year has brought INMSMS the resources of one additional person per class being assigned to assist in educational support. This person follows each class throughout the day to each core subject and becomes knowledgeable with each student's educational needs. City Year Corps members provide support for teachers during direct instruction time in the form of one-on-one assistance or small group targeted instruction. Almost each class has this resource. City Year also supports student achievement in after-school small group instruction. City Year members meet weekly with their homeroom teacher to ensure coordination of instructional goals and lessons.

- 1.a. For the current 2013 - 2014 year, INMSMS has a total of 338 students, 38 of whom are ELLs, or approximately 11%. Our full time ESL teacher coordinates a comprehensive ESL program that includes a Push-in/Pull-out model to meet the needs of all ELL students as determined by the NYSESLAT exam, LAB-R and teacher observations. The ESL teacher collaborates with content-area teachers in all three grade levels to enhance opportunities for academic vocabulary acquisition, foster reading comprehension skills and improved writing. The ESL teacher also works with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry, and scaffolding to meet the needs of ELLs, as well as other students based on NYSESLAT scores, ATS reports, IR levels and conferencing performance. Additionally, the teacher coordinates the administration of the NYSESLAT every spring.

In addition to co-planning with content area teachers, the ESL teacher also pushes into Humanities classes that contain ELLs in all three grade levels to ensure that lessons are scaffolded, CCSS-aligned and engaging for ELLs, in order for them to meet standards. ELLs are grouped heterogeneously within the classroom in order to provide ELL students with multiple opportunities to accelerate their acquisition of academic English along with their non-ELL peers. The Humanities teachers and ESL teacher use non-fiction and fiction texts that are complex and varied. They use reciprocal teaching activities, jigsaw reading and writing projects, semantic mapping, predicting, graphic organizers, process charts and opportunities for accountable talk. The Humanities Department and ESL teacher meet weekly to discuss curriculum mapping, lesson planning and individual student progress. All classroom libraries are leveled; smart boards are used in all content-area classes and ESL classrooms. All teachers use graphic organizers, process charts and other differentiated graphic organizers and reading materials. Additionally, this year the Humanities classes have adopted Scholastic's Code X curriculum to ensure that students are exposed to CCSS aligned material and are able to achieve on standardized exams as well as being college and career ready.

To service the ELLs who are Newcomers/Beginners and Intermediates, they receive more targeted, small group ESL pull-out instruction. Examples of materials used include picture dictionaries, Side-by-Side series, Wilson Reading program, as well as Nina Rosen's text, "Javier Arrives in the U.S. - A Text for Developing Readers." This year, the ESL teacher is also differentiating Scholastic's Code X curriculum for ELLs at the Intermediate level, and must take Spring 2014 ELA, as a way of pushing their literacy skills and providing CCSS aligned instruction.

- 1.b. ELLs at INMSMS are grouped in blocks per grade. The groups are heterogeneous in terms of proficiency levels and native languages. Our ELLs are generally Spanish speaking, although there are several students who speak African languages and/or French/French Creole, Tagalog and Arabic. The Beginner group is scheduled for 90 minute blocks 4 times per week and is mixed grade level. Currently, there are four students in the Beginner group across three grades. INMSMS ELLs usually come to our school from the Middle School Choice process and as a result we are able to program cluster them into one class per grade, in addition to one ICT class per grade, both of which received ELL support from the ESL teacher, ESL student teacher from Teachers College and ESL observing student from NYU Graduate School of Education. Our program is structured for

effective articulation between regular classroom teachers, our ESL teacher and the families of students.

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)?

2. ELLs at INMSMS are serviced by a full-time licensed ESL teacher who pushes into the Humanities classroom in all three grades. INMSMS newcomers/Beginners are grouped together and receive 360 minutes of ESL instruction per week, as per CR Part 154. As for Intermediate and Advanced ELLs, the ESL teacher pushes into Humanities classrooms where ELLs are grouped in one class per grade. Each grade is scheduled at a different time of the day so that the Push-In/Pull-Out model during the 90-minute block, 5 times per week can be services according to the CR Part 154 mandated minutes. All Advanced students received 180 minutes of ESL instruction per week, while Intermediate and Beginning ELLs receive 360 minutes of ESL instruction per week.

2.a. ESL instructions is aligned to NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Learners. Humanities instruction is CCSS aligned and differentiated for ELLs, ELLs with SWD's and general education students. The ESL teacher and Humanities teachers use rubrics that are CCSS aligned for literacy and meet frequently to assess student progress, assess work and provide targeted instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: All core subjects are taught using instructional approaches that include differentiation for ELLs and ELLs with SWD. All core subjects use graphic organizers, word walls with content area vocabulary, smart boards and visuals for multiple entry points. All subjects are CCSS aligned, as The Humanities department is using Scholastic's Code X for ELA instruction, the Math department is using Connected Math Program, CMP which is the NYC CCSS program. Additionally, the Science department uses Project Based Inquiry Science curriculum, a program that emphasizes a hands-on learning approach to learning science, one that is therefore authentic and based on students' observations to produce scientific explanation.

All subjects develop language and vocabulary using content and unit-based instruction. City Year Corps members support each content area teacher by following their homeroom throughout the day and providing additional resources to each class cohort.

Additionally, Humanities classroom teachers and the ESL teacher use strategies such as reciprocal teaching activities, jigsaw reading and writing projects, graphic organizers, close reading with a lens to understand complex texts and questioning with rwith higher level writing tasks. The Humanities department and ELL teacher meet weekly to discuss curriculum mapping and lesson planning and individual student progress. Additionally, the ESL teacher colloaborates with content area teachers during common planning time in order to provide teacerhs with strategies for teacher academic vocabulary development and ensure that all lessons in the Humanities classrooms include language function.

Materials Used in Humanities:

Scholastic's Code X

Leveled Classroom Libraries

Novel/Memior Studies-

Grade 6: Out of my Mind by Sharon Draper and Freak the Mighty by Rodman Philbrick

Grade 7: Crash by Jerry Spinelli and The Outsiders by Hinton

Grade 8: Night by Elie Weisel and Warriors Don't Cry by Melba Pattillo Beals

The History of Us

Escape from Slavery: The Boyhood of Frederic Douglass

History Alive

Orca Book Series

Bluford Series

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: Students are tested on their reading and writing abilities through class assignments, reading conferencing, TC assessments, end of unit projects, and formative and summative assessments. Additionally, in the Humanities classrooms, we use protocols for student-led discussions, taking-notes from videos and using information to produce written responses. Humanities classes require presentation of projects and participation in student-led discussion protocols which are evaluated using Presentation and Participation rubrics. We also have students self-evaluate on their level of listening to partners and presentation based on a student-generated rubric.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

student

6.a. Currently there is one SIFE student who is benefitting from the additional resources of having 360 minutes of ESL per week, as well as the additional support of a City Year team member in the classroom. This

learning

also benefits from being in an ICT classroom, where there is a Special Education teacher co-teaching with a general education teacher. INMSMS also has mandatory Extended Learning Time for grades 6 and 7. All students are required to be at school from 8:45 to 6:00 pm four days per week. Students receive academic intervention, assisted homework and opportunities for students to develop connections to the community and beyond through the programming of "Apprenticeships." During this time, students are paired in small groups with outside community members who teach them with hands-on learning approach about careers path. One such partnership is with Google, robotics, advertising, film, and many more. Students in grade 8 receive AIS in Language Arts or Math, depending upon their needs, for 50 minutes per day, three times per week.

to

teachers

6.b. Newcomers receive 90 minutes of pull-out four times per week and benefit from push-in model with an ESL teacher in Humanities classes. Materials used with newcomers include Side-by-Side CD Level 1 and 2 by Prentice Hall in addition to ESL vocabulary and grammar activities. New arrivals also have access to books on tape and leveled non-fiction articles to prepare them for future ELA exam. Additionally, newcomers who struggle to learn phonetics of English receive some Wilson instruction

on

ELA

Science

assist their progress in pronunciation, reading and writing in English. Beginning ELLs at INMSMS also benefit from student from Teachers College and observing graduate students from NYU, who assist students in small groups and work with them under the supervision of the ESL teacher for further exposure to English.

6.c. ELLs who receive services under the 4 to 6 year category received mandated ELL services within the push-in/pull-out model. The majority of ELLs within this range struggle to read and write at proficient levels that allow them to succeed on the Common Core ELA test. As a result, curriculum at ISMSMS is now aligned to the CCSS standards and ELLs in this category are working

Code X material and differentiated lessons in the Humanities classroom that will allow for them to achieve proficiency on the and NYSESLAT tests. Additionally, Tier II and Tier III vocabulary are emphasized, along with content area vocabulary in and Social Studies to push academic achievement. We continue to do work with ELLs during independent reading blocks to push our students' reading comprehension skills. Students in grade 8 receive AIS during Extended Learning Time from ELA teachers to allow students more exposure to higher level reading and writing.

6.d. Long-term ELLs are fluent speakers of English, the majority of which are at the Advanced level of ESL. Therefore, they require instruction that develops academic vocabulary and enhances writing skills. We use scaffolded activities to help long-term ELLs acquire the skills and behaviors needed to advance to the next level of proficiency. As a result, we use Scholastic's Code X, novel studies, and social studies as taught through non-fiction reading of articles and texts, such as The History of Us and History Alive with graphic organizers for note-taking to help them become proficient readers and writers of English. We use multiple entry points in our lessons to provide opportunities for students to understand and succeed during instruction. To assist them with the writing process, we use structured writing practice, whereby we teach TIED paragraphs, the essay structure, sentence starters, transition words and graphic organizers along with modeled lessons based on mini-lessons using exemplary models of writing.

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

7. 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?

Paste response to question here: ELLs with SWDs receive services as per their IEP and are programmed with ELLs in the ICT classroom to enable students to receive instruction that is grade level and scaffolded to prepare students for the CCSS and the ELA test. The majority of these students are struggling readers and require programming such as Wilson, Rewards Reading and writing program to help them achieve academic growth and success. The ICT team uses videos, leveled texts, read alouds, the Smart Board and graphic organizers and visual aids and word walls to accelerate learning in academic content areas and English language development.

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

Paste response to question here: All ELL students with SWDs are included within general education classrooms or ICT classrooms. The are serviced according to their IEP and the ICT teachers and ESL teacher work with content-area teachers to ensure that modifications and scaffolds are provided as per students' IEPs. This setting is based on push-in/pull-out model. ESL is delivered mainly through push-in services, however, depending on the lesson and needs of the students, there can be small pull-out groups for certain lessons in order to target instruction.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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	45 minutes per day	45 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.



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

9. 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.

Paste response to question here: The ESL teacher works with content-area teachers to assist them in creating vocabulary word walls and visuals to help students learn academic vocabulary. Additionally, all classes are assigned tutors and City Year Corps volunteers who work with small groups of students or one-on-one basis or with small groups of students to help with reading comprehension and math. Finally, all 6th and 7th grade ELLs receive 12 additional hours per week in which they receive instruction in Math, Science and ELA. They also receive writing instruction, participate in activities that promote college readiness. This instruction takes place during our Extended Learning Time as we partner with Citizens School, INMSMS and City Year Corps. Grade 8 receives 50 minutes of AIS afterschool three times per week in ELA or math, depending upon their individual needs. Additionally, there is a Title III programs that develops reading and writing skills offered afterschool two times per week.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: The ELLs at INMSMS were showing growth in ELA and Math scores, until the 2012 ELA test. Where upon, the majority of ELLs scored at Level 1 on the ELA. However, when you analyze student progress in the 2012/13 data book, there are significant gains for ELLs in their ranking. Conversely, the math scores are significantly higher for ELLs, with the majority of ELLs scoring at Level 2 or Level 3. This needs further investigation, since the current CCSS aligned Math test is language intensive. As a result of this data, we have shifted ELA instruction to include Scholastic's CCSS Code X to expose students to text complexity, focused reading and higher level vocabulary.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: This year we are establishing an ELL Study Group to determine ways we can further ELL success at INMSMS by examining how to use existing resources and program structures to increase ELL performance. Additionally, we are

considering the possibility of bringing on an F-Status ESL teacher to provide direct instruction to ELLs.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: No services or programs are being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: Leveled libraries, leveled trade books, Scholastic Code X, The History of Us, History Alive, Time for Kids: Reading and Writing, Orca Book Series, Bluford Series, AMP Reading Program by Globe Fearon, Wilson Reading Program, PBIS Science Curriculum, Novel studies: Out of My Mind, Freak the Mighty, The Outsiders, Crash, Night, Warriors Don't Cry. We also have collection of books on tape and have Smart Boards in each classroom allowing teachers to easily access visual and audio aides. and we have Brain Pop for students to learn content in a visual way. We have a Tech Lab that is used to help students with research projects and writing assignments.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

encourages connections to native language for ELLs. We also use Google Translate for new arrivals to follow Social Studies and Science content lessons. The PBIS Science program is available in Spanish, and we have books and digital versions of lessons available on line for teachers and students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here: Services and resources correspond to ELLs' ages and grade levels. Our programs are geared toward 11 - 14 year olds and our materials, instructional and after school programs are mindful of the middle school experience, scholastic requirements are CCSS, and students' social/emotional needs are always considered. As a result, our school environment report brings us high marks on our Progress Report.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: Newly enrolled ELLs are invited to attend our 6th Grade Orientation Night in June for incoming students and families where they meet teachers and students and are introduced to the opportunities available to them at INMSMS. On the first day of school, 6th grade students are separated in the auditorium and do not travel out of their homeroom for the remainder of the first day. 6th grade has a separate hall and does not mingle with 7th and 8th graders in general. They have a separate lunch period and recess, so they slowly integrate into the middle school experience. In October, we host "Back to School Night" where students are able to introduce their families to Isaac Newton staff and hold parent-teacher conferences twice a year. A student who is a new arrival will be put in contact with another family who can speak the same language and who can help them adjust to the school and neighborhood. In the past, we have referred families to ESL programs for adults in the community. In addition, regular communication with elementary school guidance counselors, our school makes staff available to help ELLs as they transition from elementary-to-middle school by having ITC and ELL teachers visit elementary feeder schools and meet students and teachers at those schools. We also have advisory periods to help all students in all grades with middle-school issues.

18. What language electives are offered to ELLs?

Paste response to question here: All 8th grade students receive the option to take Spanish as an elective.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: 1. INMSMS is committed to on-going professional development for all teachers. In previous years, many of our teachers attended QTEL training and the "All Kinds of Minds" workshops. The past two years, the ESL teacher and one Humanities teacher attended a monthly meeting sponsored by the network entitled: Common Core Working Group. This meeting led to deeper understanding of how to align instruction to the Common Core State Standards and effectively teach all students so they may be successful in school, college and beyond.

The ESL teacher continues to attend PD as do the Humanities teachers. In the past, Humanities teachers and the ESL teacher have attended TC workshops, 6+1 Writing Traits workshops sponsored by Educhange, Network PD for ESL, ICT and general education professional development. Furthermore, both the ESL and Humanities teachers turn-key information and strategies learned at PD workshops.

All teachers participate in content-area meetings weekly that cover scaffolding instruction for ELLs on an on-going basis. INMSMS has allotted six 1/2 professional days for the entire staff throughout the course of the year. We ensure that 7.5 hours are dedicated to learning strategies for ELLs and heightened awareness of the needs of ELLs in INMSMS. Records are maintained by INMSMS administrators. Additionally, The Humanities Department meeting uses protocols to look at student work and determine what "next steps" are important to drive instruction and ensure that all students' academic needs are being met.

Upcoming PD at ISMSMS:

- 12/6 /14 - ESL and Non-Fiction Reading Strategies and Text Complexity
- 2/7/14 - The Common Core: Building Academic Vocabulary
- 3/21/14 - Scholastic's Code X and Differentiation for ELLs and SWDs

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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 here: 1. We have an open-door policy at INMSMS and encourage parents and families to be more involved in the school. We hold Parent-Teacher conferences twice per school year, and invite parents to after school events such as Literacy and Math and Science nights. Furthermore, there is a Parent Room where parents can meet and volunteer to help in the learning community. They organize a fundraiser and a diabetes awareness campaign that promotes community involvement in our student body each year. Additionally, the Parent Coordinator offers technology classes for parents every Wednesday to assist parents in setting up email accounts to be better able to communicate with INMS staff. We are working to increase enrollment. As for translation services, many of our staff members are bilingual (Spanish, French and English) and some staff members speak Portuguese and Italian as well. We utilize the translation services offered by the DOE for written documents and interpretation services for meetings on an as needed basis. Additionally, the Parent Coordinator holds a monthly meeting for parents where they may discuss their concerns or ideas to improve the school climate. Those concerns are taken to the principal with whom Ms. Forsyth meets on a weekly basis.

2. The school partners with Citizens School to offer quality, extended-learning after-school programs. It is a mandatory program for all students in grade 6 and 7. The parents of ELLs are invited to attend WOWs in which students demonstrate their accomplishments. There are bilingual opportunities for parents at those programs. We also partner with Bridges/Victory for Learning, Urban Advantage and this year we have added a new partnership with City Year Corps. Parents are kept informed of their child's progress in these programs and included in school-wide events.

3. We evaluate the needs of parents by conducting Parent Surveys that are translated into Spanish and other languages spoken by ELL families. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions in ARIS, Teacher Ease and other computer programs. Additionally, our Parent Coordinator and ESL teacher hold parent meetings every other month for outreach to parents of ELLs in order to inform them about CCSS curriculum and ways parents can help their children at home to achieve academic success for high school, college and beyond.

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

Additionally, the Parent Coordinator has developed a relationship with the Spanish Club at Manhattan Center for M&S High School to involve the students as translators during Parent Teacher Conferences. Each teacher at INMSMS will be assigned a student who is a fluent speaker Spanish and English. This will help teachers and families feel more connected and stream-line the conference process.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04 School Name: 825

Cluster: 1 Network: 101

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

Part A: Needs Assessment Findings

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

Data and methodologies used are the interviewing members of the PTA, SLT, reviewing Home Language Survey, teacher and family survey to assess our need for translations to families in written form and for interpreters at face-to-face meetings. At school-side meetings we have hired Spanish speaking high school students to assist each teacher during Curriculum night or Parent/Teacher Conferences.

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

We found that all written materials being sent home must be translated into Spanish, and that a translator must be available at all meetings. In some cases, when parents only spoke Arabic, we called upon the interpretation services at the DOE. We also have a teacher located in MCSM High School who speaks Mandarin and provides translation services for us when needed.

Part B: Strategies and Activities

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

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

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

We found that a translator must be available at all times for individual interpretation in Spanish, and that someone must be available at all formal parent meetings to provide simultaneous translations. Spanish speaking parents stated that they felt welcome when someone helped them to understand the conversations at the meetings. Currently, there are ten members of the staff who speak Spanish fluently. Additionally, we have an agreement with the High School Spanish Club to provide bilingual interpreters to each INMSMS teacher during Parent-Teacher Conferences twice per year.

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

When we are writing letters home, we send them to the Translation Service offered by the DOE. Otherwise, we translate them in-house utilizing our Spanish speaking staff. We have used Chinese speaking staff at the high school to translate letters and communication with Chinese speaking families. Currently, most of our ESL families speak Spanish and English.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Isaac Newton Middle School	DBN: 08m825
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Students who participate in the after-school program will be engaged in researching and writing stories for the school blog, The Fig Newtons. They will choose subjects of interest and research and write weekly column as contributors on the following subjects:

Current events such as immigration, sports and innovations in science. Additionally, they will write book, music and movie reviews. Students will work in teams to research, write and peer edit their work. They will be responsible to find/use photography and graphics to accompany their articles. Students will learn about the publishing process from conception to posting finished articles in the digital age. The program will focus on building students' literacy skills to prepare them for high school and beyond, by focusing on acquiring academic language through non-fiction reading and writing and prepare them to use digital technology.

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

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

Two workshops will held by Ms. Forsythe and Ms. LoCicero in November for ELL families of students whose children scored at Level 1 and 2 on the ELA and Math tests. The parents of ELLs will be invited to attend these workshops to learn about the importance of academic intervention, and how it can help push their children to academic success. The workshops will be held in English and Spanish. Parents will be notified about the workshop by letter and by follow-up telephone calls. The workshops will be held in February and March and will run 45 minutes each.

Part D: Parental Engagement Activities

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

Additionally, the Citizen School afterschool program for the sixth grade will hold a potluck dinner in December, 2012 to which all ELL families were invited. Letters and flyers translated into Spanish were sent home to families of all Sixth grade students.

The culture at INMS encourages bilingual and Spanish-speaking families to feel comfortable and engaged in the community. The President of the Parent Teacher's Association, Randy Rodriguez, also on the SLT Committee, is bilingual in English and Spanish. Additionally, Rolando Sierra is on the SLT Committee, Title I representative and on the PTA. He too is bilingual in English and Spanish. They are present at all school functions and help ELL families feel integrated in the community.

INMS hosts a Family Literacy Night every year where families are invited to come and celebrate reading, books, poetry and performance. The school takes the opportunity to give families pamphlets in English and Spanish that give guidance on how to promote literacy in the home. There is also a classroom dedicated to Spanish language picture books and read-alouds in English and Spanish. Each year, attendance has increased and the night has been a successful draw for all families. This year we will also dedicate time to instructing parents as to how assist their children in preparing for the ELA exam.

Additionally, the ESL teacher, Ms. LoCicero, along with the guidance counselor, Denis Ortiz, is developing a Family Night for ELL families with students in the 7th and 8th grades to inform them about ways to ensure their children are high-school ready and beyond. This will be held sometime in late spring.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		