



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** TOMPKINS SQUARE MIDDLE SCHOOL

**DBN (i.e. 01M001):** 01M839

**Principal:** SONHANDO ESTWICK

**Principal Email:** [SESTWIC@SCHOOLS.NYC.GOV](mailto:SESTWIC@SCHOOLS.NYC.GOV)

**Superintendent:** DANIELLA PHILLIPS

**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
Sonhando Estwick	*Principal or Designee	
Bryce Cahn	*UFT Chapter Leader or Designee	
Jenny Tam	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Shelly Bloom	Member/ Teacher	
Eric Forman	Member/ Assistant Principal	
Matt Tripaldi	Member/ Teacher	
James Salazar	Member/ Teacher	
Judith Chang	Member/ Parent	
Lisa DeSimone	Member/ Parent	
Monse Martinez	Member/ Parent	
Mary Talbot	Member/ Parent	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Increase the number of parents and guardians engaging in discussions around 1:1 academic coaching and OBA by the end of the 2013-14 school year.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 In our work with iZone360 over the past two years, we have engaged in major schoolwide initiatives such as Outcomes-Based Assessment (OBA) and 1:1 academic coaching. While coaching has ameliorated some of the confusion around the complex in-depth learning profiles generated by OBA for students and teachers, many families have been left out of this conversation. In meeting with the SLT, PTA, our iZone360 partners, and a staff Coaching Committee, we identified this need and began developing a response.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

During the first half of the year, we will conduct focus groups, hour-long interviews, and surveys with the three main constituent groups involved: parents/guardians, students, and teachers. We will select heterogeneously with major subgroups represented, including first generation immigrants, home languages of Spanish, Chinese, Tibetan, and Bengali, different academic levels and different socio-economic backgrounds. We will then use the second half of the year to assemble our findings into a practical outreach to assist parents and guardians in being able to have conversations with the children about their academic progress. Throughout the year, we will working in conjunction with the iZone as part of their Essential Allies Challenge.

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

The Coaching Committee, the Principal, the Dean of Community Affairs, and several parents including PTA executives will all represent the school in this endeavor. We will be assisted and supported by the iZone.

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

Pre- and post-development surveys by each of the constituencies and feedback after the February student-led family conferences will allow us to evaluate the progress, effectiveness, and impact of each strategy/activity.

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

Begin design process by assembling committee at PD day in late December to review goal and questions. Coaching committee fills out survey. In January, some group members interview parents and others do student focus groups in their advisory or RAMP groups. Collect all data by the end of January. Meet together as a group to organize data and create frameworks in beginning February. Student-led Family Conferences (late February). Feedback sessions (early March). Debrief and action plan (March to June).

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

We hope to receive resources from the iZone for the Essential Allies Challenge to support this goal.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parental involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

This goal is centered around increasing parental involvement so all aspects are in and of themselves strategies for doing so. See section A.1. above for more information.

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #2

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

**Annual Goal #2**

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

Integrate and standardize Outcomes-Based Assessment (OBA) as schoolwide grading system across at least two subgroups based on grade level and/or department level to develop and employ standard language around outcomes by mid-year.

**Comprehensive Needs Assessment**

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

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

Staff continued to meet over the summer to refine which outcomes were being worked on in each unit study and to begin to create a set of schoolwide outcomes that all classes might use, and also attended professional development on the topic of Outcomes-Based Assessment. At the start of the school year, we implemented an expanded meeting schedule for teacher support in this area. See part B. below for more information about the meetings. OBA transition has also allowed us to incorporate Common Core standards into the new system of assessment at a foundational level.

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

Teachers and administrators are continuing to meet on department level, grade level, and with special educators and coaches to name outcomes appropriately, discuss student work, and identify exactly when and where in each lesson and assignment specific skills are being worked upon. During these meetings, staff will be supported in surveying their curriculum and student work artifacts to best identify their core outcomes. Staff adoption of iZone initiatives has been successfully driven by distributive leadership and staff committees throughout this process and should lead to a successful implementation for 2013-14.

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

In accordance with our model of distributive leadership and shared decision-making, staff have identified needs for next steps of OBA development at the school. Evaluation targets include

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

Committee will meet biweekly throughout the year to evaluate our progress and determine ways in which to best progress with integrating the new OBA system into our school. Findings are shared out to and discussed with the entire staff during monthly Professional Development afternoons. These frameworks will be presented to the whole staff during June's staff retreat and the staff will vote to choose one for the 2014-2015 school year (see next year's CEP for more details about the result).

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

Resources include our internal coaches and leaders, iZone support staff, and iZone per-session funds.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Develop, integrate, and evaluate new protocols for “Flex Period” cycle of individualized academic coaching and small group targeted instruction across 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels for all students by midyear. Every student, on all three grade levels, will experience goal-setting, 1:1 academic coaching, and at least one small group targeted instruction cycle by midyear.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Inquiry group investigation during the 2012-2013 academic year identified that students needed support in two key academic areas: 1) understanding academic outcomes and 2) individualized support to develop and meet individual learning goals. The investigation identified that, based on State performance standards and school-based outcomes and assessments, different subgroups of students needed different levels of support to identify and reach learning targets.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

Flex period is organized by teacher-led teams to respond to evolving needs of students during the academic year. At the core of each structure are the following nonnegotiable structures: 1) One-on-one coaching around goal-setting and strategies to meet goals for all students and 2) Structured and supported work time for students to move towards goals 3) Small group instruction and individualized instructional support to move students towards academic success.

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

The grade level facilitator in collaboration with their grade level team of teacher will discuss, design, organize, and implement the flex time schedule. Administrators will attend planning and reflection meetings to provide feedback.

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

At the second grade level team of each month, facilitators and staff will evaluate the progress, effectiveness and impact of coaching and small groups. Grade levels will survey students, staff, and families in late January to evaluate the ongoing success.

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

Grade level teams will meet bi-monthly throughout the year to assess student needs and plan appropriate instruction and groupings for flex time. The flex period itself is integrated into the schedule from the start of the school year for all students across all three grades. By the end of January, all students will have experienced at least one cycle of 1:1 academic coaching and small group targeted instruction.

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

Resources include our internal facilitators, staff committees, and leaders, iZone support staff, and iZone per-session funds.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

**Budget and Resource Alignment**

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

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

### Goal and Action Plan #4

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Increase student progress on the New York State exam by developing and integrating additional math support into the school day.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on 12-13 progress report, we have identified student progress in the the area of mathematics as a need.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**  
 Small group pull-outs, push-ins into larger classrooms and formative and focused assessments will all be utilized to identify and encompass the needs of subgroups within the school community.

**B. Key personnel and other resources used to implement each strategy/activity**  
 We will hire an additional math teacher for the latter half of the 2013-14 school year. The teacher will work closely with the Math department and the Math Coach to identify and implement a program.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 Mid-February, late-February, and mid-March math department meeting will evaluate the preliminary progress, effectiveness, and impact of the strategies and activities employed. The teacher will adjust strategies and activities accordingly. Student progress on the 2014 NYS Math Exams will be evaluated to determine the success of this initiative.

**D. Timeline for implementation and completion including start and end dates**  
 Math department will develop needs assessment and roles for the additional staff during the fall and early winter. The teacher will begin to serve students in January. The program will run through the end of the school year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 Title I School-Wide Programming funds will be partially utilized for this position.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 Parents and families will be notified about this additional math support via a schoolwide newsletter, sent electronically and backpacked, as well as through a math workshop presented at the February PTA meeting.

**Budget and Resource Alignment**

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

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

### Goal and Action Plan #5

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

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

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p><b>ISL:</b> Students in ISL explore the skills and strategies they need to study effectively. The curriculum will allow students to set long-term, short-term, and daily goals that will address academic, social, and emotional needs. Additionally, students will gain knowledge of their own unique learning style. Study skills and organizational techniques will encompass the majority of the module along with providing support to the Humanities curriculum. Students will learn specific reading strategies through the Reader's Workshop that will enhance their understanding of fiction texts. ELA intervention also meets during flextime.</p>	Small Group	<b>Instruction during school day</b>
	<p><b>ESL (English as a Second Language)</b> classes are designed to support each grade's Humanities class. Students are immersed in lessons that focus on both content and language, such as grammar and vocabulary building. Small group activities and individual attention are provided to develop students' reading, writing, listening, and speaking skills.</p>	Small Group	<b>Instruction during school day</b>



	and one is a homework/game day. Math enrichment should help students with their skills they need to succeed and allow them to receive more individual attention from their teachers. Math intervention also meets during flextime.		
<b>Science</b>	Science intervention meets during flextime. At-risk students in Science, evaluated based on teacher assessment, meet in a small group setting with a TSMS Science teacher for skills and information reinforcement three times a week for 50-minute periods.	Small group	<b>Instruction during school day</b>
<b>Social Studies</b>	<b>See ELA (we conduct Humanities class— ELA &amp; SS combined together in a daily double period)</b>	<b>See ELA (we conduct Humanities class— ELA &amp; SS combined together in a daily double period)</b>	<b>See ELA (we conduct Humanities class— ELA &amp; SS combined together in a daily double period)</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p><b>Guidance office</b> includes full time guidance counselor and 3 counseling interns from graduate programs. Services involve mandated (IEP) counseling weekly, at risk and crisis counseling and mediation. All services may be in a group or individually. Office coordinates outside services and referrals. Member of PPT weekly meetings.</p> <p><b>School Psychologist</b> will meet with IEP students for evaluation/assessment one on one and may be asked to observe classroom behavior of at risk students. BASC instrument may be used. Member</p>	One-on-one and small groups	<b>Services occur during school day</b>

PPT weekly meetings.

**Social worker** will do social history of IEP students when required and will meet with families for initial evaluation. She may also observe classroom behavior of at risk students. Member of PPT weekly meetings.

In terms of **Health-related services**, chronic absenteeism and lateness are reported to dean and guidance office for possible health related issues. Liaison with hospital, doctor, school, and family through guidance office. Issues of neglect, abuse, and suicidal ideation involve Administration for Children's Services with network consultant and handled by guidance office.

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

**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).
We have created curriculum that meets and exceeds state and citywide standards. Staff meets daily, weekly, biweekly, and monthly in various configurations (i.e. whole staff, department level, advisory teams, grade level, co-teaching partnerships, small groups based around specific inquiry areas of interest, etc.) for professional development. Our partnership with iZone360 also provides high quality ongoing professional development. In addition, the school is safe, collaborative, and provides extensive supports for staff, as made clear in Progress Reports. We work with our network and New York City Department of Education to recruit highly qualified teachers.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is consolidating federal, state, and local resources to lower student:teacher ratio, give additional professional development to our staff, and provide intervention and prevention programs for our students.

**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.
Teachers at TSMS are deeply involved in the decision-making process, including those decisions that concern assessments. We utilize an innovative model of shared decision-making that is fairly unique in that <i>all staff stakeholders</i> are involved in all phases of the decision, from preliminary research to the choice itself. Professional development around assessment is conducted during monthly early dismissal afternoons.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>01</b>	Borough <b>Manhattan</b>	School Number <b>839</b>
School Name <b>Tompkins Square Middle School</b>		

### 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 <b>Sonhando Estwick</b>	Assistant Principal <b>Eric Forman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Rachel Levinsky</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Shirley Lee Wong</b>
Related Service Provider <b>type here</b>	Other <b>Devan Aptekar</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>377</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>4.77%</b>
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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 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							1							1
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	1	1	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	4		1	6	2	3	8		7	18
Total	4	0	1	6	2	3	8	0	7	18

Number of ELLs who have an alternate placement paraprofessional: 0

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							3	2	1					6
Chinese							2	1	2					5
Russian														0
Bengali							2							2
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		2					3
<b>TOTAL</b>	0	0	0	0	0	0	9	4	5	0	0	0	0	18

## 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)							1	1						2

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)							1	2	1					4
Advanced (A)							2	2	3					7
Total	0	0	0	0	0	0	4	5	4	0	0	0	0	13

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					0
4					0
5					0
6	4	1	1		6
7	3	1			4
8	4	3			7
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, comprehension checks, and informal and formal assessments that help to determine their literacy skills.

The classroom assessments that inform ESL instruction are the TCRWP running records and comprehension checks for determining reading levels. The TCRWP reading assessments have demonstrated that all of the ESL students are below grade level for reading. The ESL teacher is supporting the students in reading by focusing on word families to help students decode as they read. The ESL teacher is also using books at the students’ levels to support reading comprehension. The teacher helps students show comprehension by using graphic organizers for sequence of events, character traits and the problem and solution. Additionally the school uses Words Their Way assessments to determine where the students are on a continuum for stages of spelling and decoding. The data from these assessments informs the classroom and ESL focus for the year.

The certified ESL teacher conducts informal and formal assessments regularly starting at the beginning of the year for phonemic awareness, sight words, and comprehension depending on the level of the student. Each student has an ESL portfolio, which is carefully examined by the teacher three times a year to determine progress in areas such as written work, spelling, grammar, decoding, reading comprehension, and vocabulary. Some ELs, even in middle school, are not yet secure in their phonemic awareness and decoding skills so the ESL teacher has been conducting some small groups in the Wilson program to strengthen the students’ foundations in literacy to then help them with fluency and reading comprehension at an appropriate reading level for them. The WTW assessments for some of our middle school students reveals that they are still working on their long and short vowels. The ESL teacher has been focusing on word families with long and short vowels to support the students in developing their understanding of vowels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. The chart below shows our scores for May, 2013, showing last year’s student scores. Since the RNMR is not available for this year, we can only use the RLAT which is a more general score. So we are not able, at this point, to differentiate the student’s exact proficiency levels across the modalities, though we have a sense based on the raw scores.

May 2013 NYSESLAT Scores

Grade	Beg	Int	Adv	Prof
6	1	2	2	
7	1	2		
8	1	3	3	

Of the Students who did not pass the whole NYSESLAT in May 2013, the students were proficient in:

Grade	Listen	Speak	Read	Write
6	0/4	1/4	2/4	2/4
7	0/5	1/5	2/5	3/5
8	2/4	1/4	2/4	2/4

Progress for May 2013 on the NYSESLAT

6	7	8	
Passed	2/6	0/5	3/7
Moved Up	¼	b->i,	student with IEP

¼, i->a, IEP

Stayed the Same Level      ¾ b->b (IEP), a->a x2\*      % - gen ed students      ¾, a->a x2\*, i->i IEP  
Moved down a level  
% - i->b and a->i, IEPs

\* - one student has an IEP, one is a general education student

May 2013 ELA

1	2	3	4
6	4	1	1
7	3	1	

8 4 3

\*one 7th grader is a NYSAA student

May 2013 Math

1	2	3	4
6	4	1	1
7	2		

1 1

8 3 4

one 7th grader is a NYSAA student

\*May 2013 Science - The 8th graders opted out of taking the Science test last year.

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](#))

3. Last year, the ESL teacher focussed more intensely on reading and writing and more of the students demonstrated proficiency in these areas. The data indicates that the proficiency levels in listening and speaking are lower than in reading and writing. This year instructional decisions are being made based on improving listening and speaking. One of the curricular changes that Tompkins Square Middle School has made involves the attempt to keep the few ESL students in the same classroom so that the ESL teacher can push-in to support the students' listening to classroom directions and instruction and participating in class discussions. The ESL teacher is team-teaching with the classroom teachers this year to help scaffold the lessons for ELs. When the AMAO criteria are distributed, we will address them.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. The data from the NYSESLAT and LAB-R shows us that, across grade levels, our students are doing better in the reading and writing areas of the NYSESLAT, but need more support in the listening and speaking. There are no students assessed in their native language, so we can not make a comparison. While more students demonstrated proficiency in reading and writing on the NYSESLT, the data from the ELA and Math state exams demonstrate that our students still need more support in reading and writing to approach grade level standards.

Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. The ESL teacher is using this data to place these students in small groups for targeted instruction in certain listening skills like note taking and restating information

from information gap games, as well as reading and writing skills, like inferencing, or providing specific examples in essay writing. The ESL teacher shares this data with the classroom teachers so that students can receive additional, targeted support in the classroom as well. Classroom assistants, reading volunteers, and student teachers are also instructed on how to support these students in the specific areas that have come up from the assessments. The school is learning that as the content gets more complicated, the ESL students can often fall behind. Administration and teachers have noticed the need to support ESL students in the classroom with key vocabulary that is essential for understanding higher level reading texts, Social Studies and Science. Word walls have become a part of the classroom for all subject areas in response to this need. Additionally, the teachers spend a lot of time teaching students how to infer the meaning of new words based on context clues in spoken as well as written texts.

We do not use Native Language assessments.

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](#).)
  5. TSMS uses the RTI framework to support all students who are not progressing in a certain area, academically or socially. The school has a support team that meets twice a week to discuss student needs. The support team leader uses an RTI framework to establish a goal to be met in about an eight week time period with descriptive data collection throughout the intervention to monitor student growth. When the ESL teacher works with a classroom teacher to develop small groups or extended day support, the ESL teacher uses a similar framework. The ESL teacher sets a goal for the group, collects anecdotal notes throughout the intervention, meets with the classroom teacher to adjust goals and instruction as necessary, and then reports on growth. Typical interventions include Wilson phonics groups, vowel study groups, essat writing groups, or reading comprehension groups focused on inferring or envisioning. When an intervention has ended, the teachers look at student growth and decide if a deeper intervention or evaluation is needed. The teachers make the goals, data, and growth as transparent as possible to the students so that they can own and monitor their progress. Since we have changed our schedule to include extended day in our school day, we have a FLEX period that allows teachers to work in small groups using an RTI framework. We also have academic coaches supporting students as they make academic goals and plans to improve on certain educational outcomes. The students are very active in goal setting and own the responsibility to improve.
6. How do you make sure that a child's second language development is considered in instructional decisions?
  6. The ESL teacher is always consulted and involved in any PPT, IEP, or support team meetings about ELs. When necessary we also consult with bilingual evaluators to assess the students' skills in the L1 and English. The ESL teacher always keeps the students' language development in mind when looking at academic progress. While the student may be behind the general education peers in terms of academic development, they need the time to catch up with language. The ESL teacher works with the classroom teachers to modify the classroom content and expectations so the ELs can participate, feel successful, and learn academic content and language simultaneously. The classroom teachers send home monthly newsletters so that parents can discuss the academic content in the L1 as well. When students have a high level of academic vocabulary in their L1, they are more successful with classroom content. We work very hard to make sure that our ELs are developing vocabulary in both languages simultaneously through support at home and in school.
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?

7. We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  8. We were pleased to see that students are making progress with English language development. 28% (5 out of 18) completely passed the NYSESLAT. Additionally, 54% (7 out of 13) passed the writing and 46% (6 out of 13) passed the reading section of the test. Since this was the focus of the ESL program last year, the scores demonstrate that the program was successful.

Tompkins Square Middle School considers both test scores as well as development over the years through examination of student portfolios to determine success within the ESL program. Exams give us the data to look at trends for all of the students in the program. While student work gives us a more authentic picture of each child's growth. Our test results show what areas are stronger or weaker in our students so that the program can change in order to meet the needs of the students. The test data also show who is passing and who is not to ensure that those students get the additional support and attention necessary to be independently successful

with English for academic purposes. The portfolios are also essential for determining whether the ESL program really is helping the students achieve independence in the classroom based on whether their work demonstrates comprehension of the subject matter.

## 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](#).)
  1. Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogy as well as the parent coordinator. There is one certified ESL teacher at TSMS who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language or in English with the parent and child while filling out the Home Language Survey. Parents are given a Home Language Information Survey to find out if the student speaks a language other than English. Based on the parents' response to questions on this survey and the informal interview with parent and child, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services.

The ESL teacher administers the LAB-R to each student that has another language other than English on the Home Language Survey and primarily reads, writes, listens, or speaks in that language. The LAB-R is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the LAB-R exam that the licensed ESL teacher has administered, parents are informed in English and in their native language, to let them know that their child qualifies for ESL, bilingual or dual language classes. Spanish speaking students are also given the Spanish LAB-R to determine which language is the area of strength for the student.

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.
  2. The LAB-R assessment is given within ten days of student registration. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2013-2014 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language. Then with the Parent Coordinator, translators and licensed ESL teacher an orientation meeting to inform parents of program choices is given immediately within the ten days. (If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the LAB-R and then a parent meeting is held individually.) The three program models are ESL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. TSMS objectively presents all program models, to allow parents to make the choice that they most prefer. The parents are informed of the difference between the three programs. Transitional bilingual is a program that teaches the students in both English and the native languages, transitional self contained ESL is a class entirely of ESL students with a licensed ESL teacher, and stand alone ESL is a program in which the licensed ESL teacher services the students in a push in or pull out model according to the mandated hours. The ESL teacher explains to the parents the number of mandated

hours that the student is entitled to based on performance on the LAB-R. The parents have time to ask questions at the orientation meeting and can call or email the licensed ESL teacher, the principal, or the parent coordinator at any time. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program.

Then the parents make an informed decision, based on the information provided in the home language, about what program they would like their child to participate in. Parents are informed that while TSMS only offers ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at TSMS in the free-standing ESL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, TSMS does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs.

3. 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 [\[see tool kit\]](#).)
  3. Within ten days after the Home Language Survey and the LAB-R assessment are given, the ESL teacher now knows which students are eligible for ESL services. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters (or non-entitlement letters) within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Two orientation meetings are offered for the week following when the letters were sent home— one in the morning and one at night to accommodate parents at home and work. Parents are given a date by which to return these forms, which is within the same week as the orientation meeting, to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2013-2014 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language. The ESL teacher, with the parent coordinator, has a meeting with the parents and explains the options for transitional bilingual education, transitional self contained ESL, or stand alone pull-out ESL services. This information is explained in the native language when appropriate.
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.
  4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. TSMS only has a freestanding ESL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ESL or a bilingual program is better for their child's needs, the ESL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though. None of the parents have ever asked for a transfer for a different language program, often because the students come from low incidence language backgrounds for which there are no dual language programs. The ESL teacher conducts these meetings with the parents in their preferred language. While the children qualify for ESL services, many of the parents speak English fluently and prefer to speak in English. When the parents prefer to speak in their home language, we provide a translator at the meeting.
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.
  5. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ESL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The

ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location, like the school library to help the students focus. The Reading and Writing portions are then administered during the testing window. Again, students are grouped or individually given the test depending on test directions. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the test results according to the rubrics provided with a committee. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs. If students pass the listening/speaking components but still struggle in reading/writing, the ESL teacher works with the students more on reading and writing.

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. 
6. Data indicates that the parents at TSMS, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program, the school has not needed to build additional programs. The school program and the parent preferences are currently aligned. However, if we had the appropriate numbers to create a self-contained or bilingual class (15 students in two consecutive grades) and parents were requesting the program, we would create these classes. In reviewing the parent survey forms for the past few years, data indicates that parents always opt for the ESL program at TSMS for their children. One new Tibetan sixth grader entered the ESL program at TSMS in the Fall of 2013. His parents opted for the ESL program at TSMS after reviewing their options. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept by the licensed ESL teacher for review if necessary.

## 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])?
    1. a. Instruction is delivered mostly by the workshop model of a mini lesson, guided practice, and then independent practice. The ESL teacher works with small groups of students in the classroom. The ESL teacher supports the students in understanding the mini lesson taught by the classroom, Humanities teacher. The ESL teacher scaffolds the classroom curriculum with additional learning support like graphic organizers, leveled books, and more simple directions. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. . Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. At times the ESL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ESL teacher will conduct a pull-out ESL lesson in order to address more specific areas of English language development. Instruction is delivered by the ESL teacher in a small group. The ESL teacher teaches a mini-lesson to the students about speaking, listening, reading, or writing and then the students carry out independent practice of the skill taught.
    - b. The ESL groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. Students also receive 90 minutes of ELA instruction each day in their classrooms. The ESL teacher sometimes pushes into the Humanities classroom to support the literacy work that is happening in the classroom. At times, the ESL teacher will also push in during math, science, or social studies in order to support English language development in these content areas as well. The ESL teacher never pulls students from their specialty classes so this often influences the group members, but the group members are still matched as closely as possible with English level and age within the schedule. Based on the schedule, the ESL teacher is mostly able to do push-in for the sixth grade classes. There is mostly pull-out for the seventh and eighth grades. There is a limited amount of pull out in sixth.
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. The sixth grade students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. The ESL teacher co-plans with the classroom teachers in order to address student needs and ensure that the ESL curriculum supports the classroom curriculum. Since it is push-in, the ESL teacher works with the small group of ESL students in the classroom during the literacy, science, and math. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. The size of the ESL class ranges from 2 to 6 students, allowing the ELL teacher to address the students' different learning styles and differentiate instruction. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction.
3. 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.

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

The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding, modeling, and conferring. The types of scaffolding that are used in TSMS pull-out ESL program includes modeling, bridging (ex.: Think-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffold through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Authentic literature, thematic units and author studies are a large focus in the ESL classroom. In addition, there are a wide range of books that target each grade and language level. In connection with the common core, the students explore complex text structure to analyze how language works in different genres and subject areas. The ESL teacher uses sentence frames to help the students break apart complex paragraphs to follow what is happening and what is the connection between each sentence in a paragraph. The students also look at what choices authors make as writers across content areas, so that the students can make those same choices as writers.

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL pull-out environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic. The certified ESL teacher employs the Teachers College Reading and Writing Method for lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second

Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. Our school does not use native language assessments throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. The ESL teacher co-plans and assesses with the general education teachers in order to plan lessons that directly address the areas in which the students still need support in the following areas:

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

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we engage in a variety of activities. Students listen to academic texts for specific information, take notes, and report back. Students work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) are used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student. The students' listening is constantly assessed as teachers observe if students are participating, correctly following directions, and answering questions.

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

LEP students who require further development of speaking skills engage in lessons that provide practice with a variety of interactions. Students often play information gap activities that require the students to describe cards to a listener who has to find the matching card. Students use the interview method in their pull-out classroom to communicate with other students and report back to the group. Students listen to academic texts for specific information, take notes, and report back. Students work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students are assessed with a language functions check list with careful attention paid to development of fluency, vocabulary, grammar and pronunciation. Class activities center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating.

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

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching). The school uses TC reading assessments three times a year to measure growth, and the ESL teacher also confers regularly with students about their independent reading and the notes they take to demonstrate understanding.

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

In collaboration with the general education teacher, the ESL teacher provides support in a push-in model in order to work directly with the students on authentic writing pieces. The ESL teacher supports the LEP students in all writing genres, like personal narratives, poetry, and various expository essays. The ESL teacher supports students in applying their decoding skills to their spelling, remembering and applying punctuation and grammar rules, and revising to ensure that sentences are not missing any words. In general the ESL teacher is supporting the LEP students in making sure their writing can be understood by their audience in order to maximize the power of their voices through writing. The ESL teacher uses class rubrics, as well as rubrics designed specifically for ELs, to assess the students' writing over the course of several pieces within the same genre.

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).

6. a. There are currently two SIFE students at TSMS, and we would make programmatic choices so that ESL instruction supports the students academic and social needs. The students learn reading and writing with students at the same reading level for a couple of sessions a week, but the students also participate in talking/listening activities with students that are the same age. The licensed ESL teacher and the classroom teacher created a plan that supports the students in developing social skills in English in order to make friendships with peers. At the same time the two teachers work together to create a curricular plan that ensures that the students can be catching up in the necessary academics in order to catch up with the appropriate grade level.

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

c. For our students who have received ESL services for 4-6 years or more the ESL teacher provides more support with academic language and language functions. These students typically know basic English vocabulary, but they need to learn tier 2 and 3 words to participate and be independent with class readings and conversations. This year we are focusing on vocabulary development tied to listening skills by envisioning and note taking to figure out words most likely mean. These students need help with grammar, as well, so that as their sentences become longer and more complex, their grammar reflects the growing sophistication of their writing.

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

e. Former ELLs: Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary

tools to access information as their language continues to grow. The ESL teacher also visits the classroom periodically and supports the former ESL student with the classroom curriculum. The ESL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ESL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports. When the student is able to reach grade level standards in class independently, ESL support is no longer necessary.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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?

8. All of our students with disabilities are now being served in ICT classrooms, and this includes our ELs with disabilities. The ESL teacher pushes in to or pulls out of those classrooms as the schedule allows, just like with the general education ELs. The ESL teacher works with the IEP team and uses the IEP to set instructional goals for EL students with disabilities. All of the rich curriculum that has been previously described applies for our SWDs that are ELs, with the necessary accommodations to help them participate and access the content to demonstrate understanding. The ESL teacher uses a balanced literacy program with ESL/SWDs students in order to connect to the classroom work of reading at their "just right" level. The ESL teacher supports the Writing Workshop by helping students focus on making the writing they have done in class understandable for their readers. The ESL teacher has also created more picture/word games to develop student speaking skills in English as well as word family workbooks to support the ESL students with decoding skills for reading and spelling. We are working to minimize pull-out ESL programs in favor of push-in programs. We are doing this so that the students spend less time out of the classroom and so that the students can focus on targeted English skills through the classroom curriculum. The ESL teacher is also using the Wilson Phonics program for the ELs that are still struggling with reading fluency and comprehension because their foundation in English phonics is not strong enough to support advancing to higher reading levels yet.

### 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		
Native Language Arts:		Class/Content Area	Language(s) of Instruction

**Courses Taught in Languages Other than English *o***

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

Social Studies:				
Math:				
Science:				

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

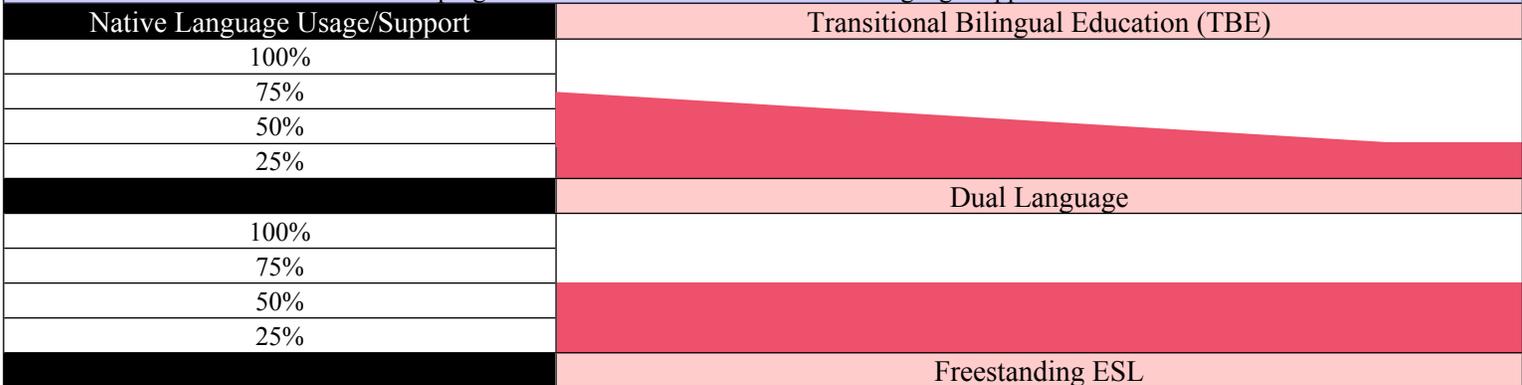
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
9. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's flex, small group, program so that they can also receive additional support from the classroom teacher in a small group in the middle of the school day. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at TSMS, as we only have a freestanding ESL program available.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. - We were pleased to see that students are making progress with English language development. 28% (5 out of 18) completely passed the NYSESLAT. Additionally, 54% (7 out of 13) passed the writing and 46% (6 out of 13) passed the reading section of the test. Since this was the focus of the ESL program last year, the scores demonstrate that the program was successful. The focus of last year's program was mostly in reading and writing and we see that about half our students passed those two sections of the NYSESLAT. The program focused on reading and writing within the context of Social Studies, so the students were learning language and content at the same time and they seemed to do very well. We feel that the area in which students need more support is in listening and speaking. We will continue our program of reading and writing support, but we will work on listening skills, holding the students responsible for listening to the teacher and other students and being able to report back and show independence.
11. What new programs or improvements will be considered for the upcoming school year?
11. There are many new programs that the school has developed for ESL students. In response to the general education teachers' concerns, the ESL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support directly in the subject areas at the time of instruction. The ESL teacher is also getting more involved with the Social Studies and Science curriculum to help the students understand the complex vocabulary and text structure of the content. Field trips and community walks are being integrated into the ESL curriculum. The ESL teacher leads LEP students on neighborhood walks, scavenger hunts, and field trips that require the students to interact with community members in English. These activities provide authentic environments in which students must use their English skills in order to accomplish certain tasks. For example, the ESL teacher takes students to the supermarket or students have to follow directions to arrive at a certain location in the neighborhood.
12. What programs/services for ELLs will be discontinued and why?
12. There are few programs that we have discontinued. TSMS has folded the extended day 37 ½ minutes into our school day, so that we no longer have extended day for only a few students. We now provide extra support to all students within the day during a FLEX period. FLEX period is a time for all students to receive small group instruction, as well as academic coaching.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P13. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. To ensure that families are aware of all the programs offered, these flyers are also sent home in the native language when possible. Also the parent coordinator and ESL teacher can provide translators for parent questions about these activities. In this way they are able to develop their social skills and social language for further success. Many of our ELs participate in after school sports, homework help, and clubs. Additionally, we have a talent show and a cultural celebration day with fashion shows, poetry readings, and dance performances in which all of our students proudly participate.aste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. TSMS has a large collection of books for our ESL students to read at their levels. The ESL library also has many high interest, low level books for students to read in pairs or groups. We have pictures cards, cubes, blocks, and foam letters for our newcomer students as well. We also have manipulatives for math exploration. There is a strong focus on technology at TSMS. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports.

Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

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

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

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

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

16. The required services support and correspond with ELs' ages and grade levels because we are doing grade level work. While the students may be reading independently at a just right level that is below grade level, they are still participating in class read alouds, shared readings, and content material at grade level. Grade level texts may be modified, but students are still held accountable and supported in learning grade level vocabulary and content. Students participate in all enrichment classes with their peers so that they are learning age appropriate skills in art, physical education, dance, and technology.

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.

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

18. What language electives are offered to ELLs?

18. TSMS has Spanish foreign language courses for the students. This time provides a rich environment for language production and absorption and is the cherished time of day of almost every student in the school. The LEP students are never pulled out during this time, since this is the best opportunity for them to use and hear a new language.

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)?

19. We do not have a dual language program.

## 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.

1. The ESL teacher attends all monthly network liaison meetings as well as any network, TC, or OELL professional development sessions that will support the ELs and teachers with their classroom content and language learning.

The ESL teacher also meets with the staff for one hour every other Monday after school and participates in professional development. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers.

2. The entire staff is focusing on using academic outcomes to support students with mastery of classroom content. The ESL teacher has participated in team and committee meetings about the school curriculum to also focus on supports in academic language so that ELs and SWDs can be successful with the Common Core classroom curriculum. PD sessions will also be dedicated to differentiation and inclusion to support student mastery of outcomes. These professional development sessions will help the teachers in supporting ELLs and general education students. The ESL teacher has attended OELL and network meetings designed for supporting ELs with academic language in increasingly complex texts. The ESL teacher always has the support of the administration to attend any professional development sessions that will help in supporting ELs with the Common Core. The ESL teacher also participates in school based meetings and PD sessions pertaining to the Common Core.

TSMS staff meets every other Monday afternoon from 3:30 – 4:30. Half of these meetings are designated for professional development, while the other half are devoted to grade level meetings. The entire staff is focusing on aligning expectations across the grades. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ESL teacher has given demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate.

3. Helping our 6th graders transition from elementary school to middle school is a big priority for all of the 6th grade teachers. The students need to learn how to manage the responsibility to walking themselves to their next classes and getting their work done on their own. The ESL teacher works with the ELs to make sure they are keeping up with homework and following class expectations. In addition, the ESL teacher works with the 6th grade students to demonstrate the connection between the work they did in 5th grade in reading and writing and the work they do in 6th grade, just at a slightly higher level.

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

4. As part of the 7.5 hours, the ESL teacher has given demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. The ESL teacher also conducts a mini lesson in another language that the staff does not understand (Arabic) so that the teachers can empathize with the experience of learning a second language simultaneously with new subject matter. This helps the teachers develop scaffolds like visual cues for the minilesson. The ESL teacher also plans to give a workshop on ways that classroom teachers can support the students in general education settings. Many teachers also attend workshops about interventions for students who are learning English as a Second Language. For example, all the Special Education teachers and the ESL teacher attended workshops about RTI in order to assist the students with interventions before these students get referred for Special Education services. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate.

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

## **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?
  1. Parents are an integral part of the TSMS community. In order to include all parents in school activities, meetings, and projects, information is sent home in the native language so that parents of ELLs can participate. Parents have weekly Parent Association meetings with the Principal. Parents also participate in weekly community open work sessions in the classroom, in which parents work with their children on projects of their choosing. This particular weekly activity is excellent for the parents of the ELL students because then they can see what the classroom expectations and projects are so that the ELL parents can support them at home. Many parents conduct projects with their children's classes, like art projects or environmental studies projects. Parents help plan and facilitate a wide variety of community activities such as the fall fair, community potluck, clubs within the school and open "mic" nights. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and a variety of other school based groups. TSMS makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year.
  2. The ESL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITY CENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes.

In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons.
  3. The parent program selection surveys, responses to the continuation of services letter, comments in the PTA, and discussions with the Parent Coordinator are taken very seriously at TSMS. The Parent Coordinator speaks with the parents often and shares this information with the ESL teacher to make sure that the parents of ELLs are comfortable with the services provided. In addition, the ESL teacher sends home monthly letters to the parents of ESL students to ensure that the parents are informed of the ESL curriculum and ways they can help at home. The ESL teacher always provides her email address so the parents can discuss concerns or questions at any time. Additionally, the principal and parent coordinator keep track of parent concerns and trends at the Parent Association weekly meetings. These concerns are discussed at staff meetings when programmatic decisions are made for the following year. We try as hard as possible to learn about the parents' needs directly from the parents.
  4. Many of the parents' needs center around wanting to see challenging work for our advanced students as much as we see support for our struggling students. In response to this need, the teachers are doing PD work around challenge projects. We also have an active PTA and SLT where parents can express their needs and work with the school faculty to create programs that will satisfy these issues.

### **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: TSMS**

**School DBN: 839**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sonhando Estwick	Principal		1/1/01
Eric Forman	Assistant Principal		1/1/01
Shirley Lee Wong	Parent Coordinator		1/1/01
Rachel Levinsky	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Devan Aptekar	Other		1/1/01
	Other		1/1/01
	Other		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: **01m839** School Name: **Tompkins Square Middle School**

Cluster: \_\_\_\_\_ 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**

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

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

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

We currently have 18 ELs that speak a range of languages like Tibetan, Spanish, Chinese (Cantonese), Bengali and Arabic. Many of our students that are not considered ELs still speak another language at home. These findings are shared as a celebration of our school's diversity during Advisory periods, our Cultural celebration day and our 8th grade Immigration unit. Additionally, we always inform parents when translators and interpreters will be available at all school events. School letters are also translated. Tompkins Square Middle School celebrates its diversity and shares this information at SLT meetings and PTA meetings.

### **Part B: Strategies and Activities**

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

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

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

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

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

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