Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

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

School Name: **ISAAC NEWTON MIDDLE SCHOOL FOR MATH AND SCIENCE**

Principal: **LISA NELSON**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Isaac Newton Middle School for Math and Science School Number (DBN): 04M825

School Level: Middle School Grades Served: 6, 7, 8

School Address: 280 Pleasant Avenue, NY, NY 10029

Phone Number: 212-860-6006 Fax: 212-987-4197

School Contact Person: Lisa Nelson Email Address: LNelson7@schools.nyc.gov

Principal: Lisa Nelson

UFT Chapter Leader: Monica Mestre

Parents' Association President: Belia English

School Leadership Team Chairperson: Arlene Perez

Student Representative(s): NA

District Information

District: 4 Superintendent: Alexandra Estrella

Superintendent's Office Address: 160 East 120th Street, NY, NY 10035

Superintendent's Email Address: AEstrel3@schools.nyc.gov

Phone Number: 212-348-2873 Fax: 212-348-4107

Cluster and Network Information

Cluster Number: FIVE Cluster Leader: Debra Maldonado

Network Number: 511 Network Leader: Jorge Izquierdo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Nelson	*Principal or Designee	
Monica Mestre	*UFT Chapter Leader or Designee	
Belia English	*PA/PTA President or Designated Co-President	
Vance Jenkins	DC 37 Representative, if applicable	
NA	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Shane Morris, Citizen Schools	CBO Representative, if applicable	
Arlene Perez	Member/UFT	
Hope Friend	Member/UFT	
	Member/	
Cameron Maxwell	Member/UFT	
Amy Rida	Member/Parent	
James Lauderdels	Member/Parent	
Judith Reyes	Member/Parent	
Sandra Brown	Member/ Parent	
Karen Nelson	Member/ Parent	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Isaac Newton Middle School for Math and Science (INMS) is located in East Harlem, NYC. We serve approximately 280 students most of whom live in the community. Ninety-six percent of our students live in poverty and many of our students live in the local housing projects. Sixty-five percent of our students are Latino, 29% are Black, 4% are Asian, and 2% are White. Twenty-five percent of our students have IEPs and 12% of our students are ELLs. Fifty-two percent of our students are males. East Harlem has a long and rich history, but also faces many of the challenges associated with high poverty. Immigration patterns in East Harlem have changed dramatically over the last decade with an influx of Asians, Africans, Mexicans, and people from South America.

Our schools' community has worked this year to revise our Mission Statement in order that it truly is a statement that not only reflects our beliefs but also guides our work. We have reflected on this statement in terms of our personal beliefs about education and have worked towards consensus both as a school and also by grade level.

Isaac Newton Middle School for Math and Science Mission Statement

Isaac Newton Middle School for Math and Science seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We aspire to create a rigorous learning environment characterized by high academic standards and success for all learners so that our students are college and career ready in the 21st century. Our school promotes a safe, orderly, and caring environment to support social and emotional development with the goal of producing active, productive, and empathetic citizens. We strive to have families, teachers, partner organizations, and community members actively involved in our students' learning. We celebrate the voices and culture of our students, our school, our neighborhood, and our city.

Sixth Grade Mission

1. *Students come first ALWAYS.*
2. *Teachers have a responsibility to teach students academic social skills, respect and empathy so that they can be productive citizens.*
3. *We all teach for social justice. It is our job to provide students with the opportunity to realize their potential in all aspects of society.*
4. *The school should strive to meet the emotional developmental and intellectual needs of its students. All teachers value language and communication.*

Seventh Grade Mission

1. *Every child should be challenged to their highest potential of learning. We embrace different learning styles and foster an environment that motivates students to take risks.*
2. *High, middle, and low level students in the same class are all engaged at their level with the goal to bring them up.*
3. *We strive to provide the tools, resources, and guidance to develop appropriate social and emotional behavior.*
4. *We provide a safe, caring, environment to foster social and emotional development to produce productive citizens.*

Eight Grade Mission

1. *Safe learning environment that encourages academic risk taking and communication to optimize student participation and engagement.*
2. *Create consistent expectations and a true community family where students work together to foster an equitable atmosphere.*
3. *Prepare students for increase responsibility in high school, college, and active citizenship- real world responsibility.*
4. *Fair expectations: setting up classrooms in such a way that all students can succeed.*

Instructional Foci and Theme

This year we set our instructional foci as: (1) Accountable Talk, (2) Questioning, and (3) Student Led Discussion/Discussion Protocols. We set these areas to focus on because we believe that they will promote student engagement. We also believe that questioning and discussion are integral to authentic learning.

Our school theme is Collaboration, Communication, Consistency and Celebration. We set this theme because we are striving to create a more consistent experience for our students by grade level. Last year we noticed that expectations and classroom organization differed greatly from class to class. This year we are striving to create grade level consistency. We added Celebration because we believe that it is important to acknowledge what we do well.

Partnerships

Isaac Newton Middle School for Math and Science has many important partnership These partnerships are summarized below:

Citizen Schools (CS) – In partnership with CS we provide mandatory Expanded Learning Time (ELT) for all of our sixth and seventh grade students which means that our students' school day is extended three hours Monday through Thursday and this additional time is facilitated by CS teachers. During ELT our students receive additional targeted academic support, participate in clubs, and are part of four apprenticeships over the course of each school year. Apprenticeships are facilitated by volunteers who work with CS teachers to engage students in a project that will then be presented to an authentic audience in an event called a WOW. For example, some of our students are working with volunteers from GOOGLE on a web design projects. Students' websites will be presented at GOOGLE to other students, students' families, and GOOGLE employees. CS works closely with City Year to coordinate their efforts on behalf of our students and our school.

City Year (CY) – In partnership with CY our students receive additional tutoring in math and ELA. They also receive support in attendance and participate in activities that help them engage in more productive behavior. CY participated in our ELT for sixth and seventh graders. CY also works to engage students' families through many whole school events such as Family Game Night and Literacy Night. CY works closely with CS to coordinate their efforts on behalf of our students and our school.

College for Every Student (CFES) – In partnership with CFES we promote the following practices: (1) college and career readiness, (2) leadership through service, and (3) mentorship. Over the course of their three years at INMS, our student visit at least four colleges, research high schools, colleges and careers, serve as mentors, engage in community service and set college and career goals.

Union Settlement (US) – In partnership with US our eighth grade students are offered afterschool program

Monday through Friday with academic support and a variety of recreational and art activities.

Urban Advantage (UA) – All of our science teachers participate in UA. This partnership offers professional development for teachers and family engagement through visits to NYC's science museums, botanical gardens, and zoos.

We have several other partnerships including: New York University (providing student teachers, America Reads Tutors, and PD for staff, Mount Sinai (providing our students the opportunity to work with doctors four times over the course of a school year engaging in activities such as dissecting a brain), RBI (provides health and sex education for our students), and PhytNYC/PhytCares (providing our students the opportunity to work with professional trainers as they set goals for their health, emotional wellbeing, and academic success).

Initiatives

This year we have several new initiatives including:

Interim Assessments – This year departments are using interim assessments to determine efficacy of curriculum and teaching. Data from these intermix assessments is used to plan a "re-teach" week during which time students are retaught objectives that are not mastered.

Student Led Conferences – This year all students and teachers are engaging families in Student Led Conferences. Teachers work with students to select representative work samples and to determine strengths and next steps for each content area. Students then lead the conference with their family member. The teacher facilitates this conversation.

Small Group Instruction (SGI) – This year all teachers have SGI as their Circular Six assignment. This initiative provides for academic intervention for all students. Additionally, this SGI period enables special service providers to work with mandated services without "pulling" students from their other classes.

Grade Level Teams – This year we are focusing on Grade Level Teams. Each grade level has a Grade Level Leader who facilitates a weekly meeting. Grade Level Teams have a very clear set of priorities intended to promote grade level consistency. Grade Level Teams are empowered to make logistical decisions that meet the unique needs of the team and the students they serve, for example, Student Led Conferences were planning by Grade Level Teams. Grade Level Leaders meet with the Principal weekly to share best practices, celebrate successes, address challenges, and set weekly agendas.

Town Halls – Each grade has a monthly Town Hall. The purpose of the Town Hall is to promote our CFES initiative, provide additional social/emotional learning, and celebrate students' successes. Some of the topics of the Town Halls are Cyberbullying, Financial Literacy, Developing Listening Skills, etc.

DTDE TENETS

Areas of growth – 2.3, 2.5, 3.4, 3.5, 4.5, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.5

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
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Economically Disadvantaged	**N/A**		

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% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
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6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
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Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

04M825 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**278**	**SIG Recipient**	**N/A**

Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**12**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**8**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**85.8%**	**% Attendance Rate**	**92.3%**
% Free Lunch	**89.8%**	**% Reduced Lunch**	**4.6%**
% Limited English Proficient	**11.1%**	**% Students with Disabilities**	**25.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**29.0%**
% Hispanic or Latino	**66.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**3.1%**
% White	**1.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.25**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**1.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**5.28**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**13.2%**	**Mathematics Performance at levels 3 & 4**	**10.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**47.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		**HEDI Rating**
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

RATINGS: Humanities – Well developed and articulated curriculum that incorporates CodeX . Math – CMP, Science – Curriculum is under revision as we work with Urban Advantage to incorporate literacy strategies into the work.
STRENGTHS:
Clearly articulated Curriculum Maps and Unit Plans in Humanities and Mathematics
Weekly Content Area Meetings focus cyclically on Curriculum, Looking at Student Work, and Using Student Data to Inform Planning
Interim Assessments provide data regarding student achievement. Re-teaching provides additional opportunities for students to achieve articulated objectives.
SGI based on testing data provides additional support for students to engage productively in rigorous, high-level curriculum
All departments have worked on developing higher order questioning and discussion protocols in their classes
AREAS FOR IMPROVEMENT:
There is a need for multiple entry points and/or scaffolds into the curricula for all students especially for SWDs and ELLs
Student discussion protocols need to be developed and implemented in order to further spark critical and analytical thinking skills
DATA SOURCES: PPO, QR, Environmental Survey

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
5.5 The school leader and teachers develop a data driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes. By the end of 2014-2015 school year, students and teachers will engage in at least three "cycles of assessment" and Re-teach" in math, ELA, and science so that 65% of students will show at least three tenths of an increase in Performance Level on the state math and ELA exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Using the work of Paul Bambrick-Santoyo, Content Area Teams will use meeting time to receive professional development for teachers about how to design, implement, administer, and analyze interim assessments.	Content area teachers	September 2014 to November 2014	Humanities Coach, Math Consultant, Lead Science Teacher
Teachers will use Interim Assessment Analysis tool and Action Plan to analyze interim assessment data and plan for re-teaching. These plans will be presented to an administrator	Content area teachers	At least three times over the course of the school year – the first analysis will occur by November 2014	Humanities Coach, Math Consultant, Lead Science Teacher, Principal, two Assistant Principals.
Teachers will plan and implement re-teaching activities to address the needs of students who did not meet expectations. SGI time will also be used to provide remediation for students who did not meet expectations.	All students including SWDs and ELLs	At least three times over the course of the school year – the first reteach will occur by December	Content area teachers, SE teachers, ESL teachers, Citizen Schools teachers, City Year Corp Members

		2014	
Interim assessments will be part of the Students' Portfolios presented during Student Led Conferences.	All students and their families	November 2014 and May 2015	Grade Level Leaders, Content Area teachers, SE teachers, ESL teacher and students.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for teachers to create first assessment Per session for teachers to analyze test data Humanities Coach – Patrice LoCicero Science Lead Teacher – Verneda Johnson Math Consultant – Martin Wilson

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**		**Title I Basic**	X	**Title I 1003(a)**		**Title IIA**	X	**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL C4E Title I SWP TL Citywide Instructional Expectations Sequester / 2010 Census Title I SWP													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
All content area teachers will have engaged in at least cycle of assessment, with re-teaching. Interim data analysis and re-teach plans will be reviewed by administrators.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS:
We have several strong partnerships that work synergistically to meet students' social and emotional developmental health. We also have a full-time Guidance Counselor, a full-time Social Worker, and a part-time SAPIS worker. There counselors coordinate their efforts to meet the needs social-and emotional developmental health needs of our students. Finally, our partners work diligently to help us in this area.
AREAS FOR IMPROVEMENT:
As a school in an under-resourced community with a very high poverty rate, it is challenging to provide the level of support for our students' social and emotional developmental health that is ideal. We work diligently to provide students with safe and productive environment during Expanded Learning Time.
DATA SOURCES: QR, Environmental Survey, Progress Report, MS Quality Snapshot, State Report Card

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

5.2 – The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.
During the 2014 to 2015 school year, in partnership with Citizen Schools, sixth and seventh grade students will engage in 12 hours of mandatory Expanded Learning Time. During this time students will:

- Receive additional academic support
- Receive training on problem-solving and conflict resolution
- Research and visit high schools and colleges
- Engage in four apprenticeships (working with volunteers over a 10 week period to enact a project that will be presented to an authentic audience, e.g., students will work with GOOGLE engineers learning computer programming to create a video game that will then be presented to staff members from GOOGLE, students' families, and members of our school community,

So that at least 70% of our students agree or strongly agree to the statement on the Environmental Survey: "Most of the teaching staff at my school makes me excited about learning."

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
INMS, CS and CY administrators will meet to plan for effective mandatory ELT for all sixth and seventh graders.	Sixth and seventh grade students	September 2014	Citizen Schools Campus Director, City Year Director, and Principal
Open houses and informational sessions will be held for all sixth and seventh grade families	Sixth and seventh grade families	August 2014 and September 2014	Citizen Schools Campus Director, City Year Director, Parent Coordinator, Principal
Ninety-five percent of sixth and seventh graders will participate in mandatory Expanded Learning Time Monday through Thursday from 2:40 until 5:40PM from September 2014 to June 2015	Sixth and seventh grade students	September 2014 to June 2015	All Citizen Schools staff, City Year staff, school administrators.
All sixth and seventh graders will participate in four Apprenticeships over the course of the 2014-2015 school year.	Sixth and seventh grade students	Two apprenticeships by December 2014 and two more by June 2015.	All Citizen Schools staff, City Year staff, CS volunteers, and school administrators.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Partnership with Citizen Schools. Partnership with City Year

Per session for DOE supervision Classroom space, office space, access to copiers, materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**	X	**Title I 1003(a)**		**Title IIA**		**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL C4E Title I SWP TL Citywide Instructional Expectations Sequester / 2010 Census Title I SWP													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
I – 90% of sixth and seventh grade students will attend ELT at least 90% of the time II – 90% of sixth and seventh grade students will participate in two apprenticeships by January 2015				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

RATINGS – Although we have consistently worked towards this goal, we continue to struggle with student engagement, multiple entry points, and meeting the academic needs of our SWDs and ELLs.

STRENGTHS – Teachers work together with other teachers to develop and refine lessons. All teachers are engaged in developing Critical Thinking Skills. Math teachers are implementing CMP Curriculum with modifications for SWDs and ELLs. SGI provides opportunities for students to bridge the gap between what they know and what they need to know.

AREAS FOR IMPROVEMENT – We struggle to provide enough differentiation to meet students' needs. Additionally, at times, students social and emotional developmental needs interfere with their ability to engage in rigorous curriculum, and we are striving to find a balance between where students are and where they need to be as articulated by CCLSs.

DATA SOURCES: PPO, QR, Environmental Survey, State Report Card, Progress Report, MS Quality Snapshot, ORSS Reports

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

8.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple point of access for all students to achieve targeted goals.

By the end of the 2014-2015 school year, teachers in Humanities and Math will implement curriculum aligned to the CCLS. A math consultant and Humanities Coach will support and coach teacher development (in

collaboration with the network) in best practices for curriculum development using the CCLSs. In order to ensure consistency, Curriculum Units will be shared in Content Area Meetings, Grade Level Meetings and electronically posted so that the whole school community has access. By June of 2014 80% of Curriculum Maps, Unit Plans, and Lesson Plans will be posted on GOOGLE DOCS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Weekly Content Area Meeting will focus on curriculum development and alignment with CCLSs at least once a month	Math and Humanities teachers	September 2014 – June 2015 at least one meeting each month will focus on Curriculum	Humanities Coach, Model Teacher, and Math Consultant with support of Principal and Assistant Principals
Humanities Team will read Make Just One Change by Dan Rothstein and Luz Santana. The team will reflect on their learnings during Weekly Content Area Meeting and try to implement the strategies articulated in the book.	Humanities teachers	December 2014 to March 2015	Humanities Coach, Humanities Teachers, Principal
All teachers will receive professional development on fostering critical thinking through the use of effective questioning techniques.	Math, Science and Humanities teachers	September 2014 to June 2015	Humanities Coach, Math Consultant, Model Teacher, Network Coaches
Model teacher will facilitate at least two Learning Walks with a focus on Student Engagement and Questioning.	All teachers	January 2015 to June 2015	Model Teacher and Humanities Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Humanities Coach, Math Consultant, Model Teacher, Network Coaches, book for book group, subs for Learning Walk.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**	X	**Title I 1003(a)**		**Title IIA**		**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

TL C4E Title I SWP TL Citywide Instructional Expectations Sequester / 2010 Census Title I SWP

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 4. Specify a timeframe for mid-point progress monitoring activities.				
GOOGLE DOCS site will be created and 50% of Humanities and Math teachers will post Curriculum Maps, Unit Plans, and Lesson Plans by the end of February 2015.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS: Teachers want to work together and meet the needs of our students. All members of our school's community share the belief that education is very important, middle school is a critical time of development, and that all students, regardless of their race or class, are entitled to a high quality, public education.

AREAS FOR IMPROVEMENT: The challenges of working with students who live in poverty are, at times, frustrating. Teachers need to "speak in one voice" and continue to strive to meet students' needs.

DATA: PPO, Quality Review, Progress Report, Environmental Survey

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

2.4: Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

During the 2014 to 2015 school year, grade level teams will be created to ensure collaboration and consistency across the grade. By June of 2015, Grade Level Teams will adhere to norms 85% of the time, and will have met 90% of their goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Each grade level will have a "Grade Level Leader" who will facilitate Grade Level Meetings	Grade Level Teams	September 2014	Grade Level Leaders, Principal
Grade Level Teams will have established norms to facilitation collaboration. They will have a set of goals and beliefs to guide their work.	Grade Level Teams	September 2014	All teachers, Grade Level Leaders, Principal
Grade Level Teams will meet weekly to discuss consistency across classrooms, curriculum alignment, assessment and achievement, and sharing of best practices.	Grade Level Teams	September 2014 to June 2015	All teachers, Grade Level Leaders, Principal
Grade Level Leaders will meet weekly with Principal to develop routines, set priorities, develop agendas, share best practices, and work together to resolve problems.	Grade Level Leaders	September 2014 to June 2015	Grade Level Leaders, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Grade Level Leaders, PD time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
Each Grade Level Team Leader will have a binder that reflects the work to date, including, norms, goals, agendas, and artifacts of the work.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6*: *Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS – Our school has a warm and welcoming environment. Families know that they are welcome. We have an open door policy. We have strong community partnerships with who we work synergistically to meet the needs of our students and our families.

AREAS FOR IMPROVEMENT – We need to provide more resources for families to understand how to support their children's' social, emotional, and academic needs. We need to help our families develop strategies to meet the needs of adolescents. We are striving to use data to promote dialogue between parents, students and school constituents through Progress Reports and Student Led Conferences.

DATA SOURCES – Environmental Survey, ORSS reports, PPT/SIT agendas and minutes

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014 to 2015 school year, a social worker (Community Crisis Intervention Specialist) will work with students, families, teachers, administrators, and school partners to develop plans for students to resolve emotional crisis that impede academic learning. This work will result in a 5% decrease in Student Removals, Principal's Suspensions, and Superintendent Suspensions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Community Crisis Intervention Specialist will communicate regularly with students' families to help them develop a plan to improve their child's emotional well-being.	Students and their families.	September 2014 to June 2015	Social Worker, Parent Coordinator
Community Crisis Intervention Specialist will develop plans and contracts with students and their families to help at-risk students develop more productive behavior in order to be able to increase their academic achievement.	Students and their families.	September 2014 to June 2015	Social Worker, Parent Coordinator, Guidance Counselor, SAPIS
Work with families to identify outside agencies for counseling for students in crisis. Help families navigate the system to schedule their child for counselling.	Students and their families	September 2014 to June 2015	Social Worker, Guidance Counselor
Identify universities and develop relationships in order to be able to host Social Worker interns for the 2015 to 2016 school year.	Students and their families	January 2015 to June 2015	Social Worker

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Social Worker

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
Review of ORSS reports will indicate a reduction in Student Removals, Suspensions, and Superintendent Suspensions and/or a reduction in the seriousness of infractions.
Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third	Supplementary units of study Interactive writing	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8th grade optional afterschool Morning and lunch time tutoring
Mathematics	Lowest third	Remediation and benchmark skills	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8th grade optional afterschool Morning and lunch time tutoring
Science	Lowest third	Differentiated units of study, integration of literacy into the curriculum and inquiry-based approach	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8th grade optional afterschool Morning and lunch time tutoring
Social Studies	Lowest third	Supplementary units of study Interactive writing	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8th grade optional afterschool Morning and lunch time tutoring
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher referrals Low attendance High infractions	CFES Leadership Group At-risk counseling by guidance counselor, social worker or SAPIS Mentorship City Year 50 Acts of Leadership Seventh grade advisory Citizen Schools RtI	Small group One-to-one	Before school, during school, lunch time, and afterschool.

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).
NA

4b. 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.
MoSL Committee reviewed options and came to consensus. Grade Level Teams work together to develop multiple assessment measures. Content Area Teams work together to develop multiple assessment measures.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	218,094.00	X	2, 14, 15, 18, 19, 21, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	76,995.00	X	2, 14, 15, 18, 19, 21, 24
Title II, Part A	Federal			
Title III, Part A	Federal	11,200.00	X	2, 14, 15, 18, 19, 21, 24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$1,903,375.00	X	2, 14, 15, 18, 19, 21,

				24

[1]**Explanation/Background:**
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Isaac Newton Middle School for Math and Science (04m825)**, 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 the school and the families. The 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 the school community. **Isaac Newton Middle School for Math and Science (04M825)** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

Isaac Newton Middle School for Math and Science (04M825), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

Principal Lisa Nelson	Assistant Principal Nadine Kellogg
Coach Patrice LoCicero, Humanities	Coach
ESL Teacher Patrice LoCicero	Guidance Counselor Dennis Ortiz
Teacher/Subject Area Melanie Flamm/Humanities	Parent
Teacher/Subject Area Linda Fisher/Humanities	Parent Coordinator Ms. Cheryl Forsyth
Related Service Provider Sparkle Peters	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	38	ELLs as share of total student population (%)	11.24%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							17	12	9					38
SELECT ONE														0
Total	0	0	0	0	0	0	17	12	9	0	0	0	0	38

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	0	3	18	0	7	7	0	6	38

	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
Total	13	0	3	18	0	7	7	0	6	38
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	7	7					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								3	1					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
TOTAL	0	0	0	0	0	0	17	12	9	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	4	2					8
Intermediate(I)							3	0	6					9
Advanced (A)							13	7	1					21
Total	0	0	0	0	0	0	18	11	9	0	0	0	0	38

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		11		3		
8									

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1. Our instruction is geared toward accelerating students acquisiton of English, and to become proficient readers and writers of English through exposing them to complex texts that are Common Core aligned. Additionallly, to assess students reading and comprehension

levels, all ELL students are given the TCRWP to determine their Independent Reading Level three times per year. The first TCRWP assessment is given in September, followed by a test in January and June that are entered into the TC AssessmentPro to track Indendent Reading Levels. We also use data from the NYSESLAT, ELA and Math scores to assess students' learning needs and levels.

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here: 2. Most students who have been in the United States three years or less test as Beginners on either the LAB-R or NYSESLAT. Currently, this year, INMSMS has tested five students with the LAB-R, as newly admitted to the NYC DOE and of those tested, three tested proficient and three tested as Beginning ESL students. The NYSESLAT data shows there are 8 students testing at Beginning level. The patterns reveal that 30 ESL students who test at the intermediate and advanced levels on the NYSESLAT generally test higher in the reading and speaking modalities, but score lower on the listening and writing modalities. Currently, there are nine students testing at Intermediate level, and they range from SWD's to students who have been in the country three years of less. Twenty students are testing at Advanced level and their pattern indicates that writing segment of the test is the weakest area. Additionally, approximately 20% - 30% of ELLs test proficient each year and over a three year period, and 5 out of 6 ELLs in general education tested proficient between Fall 2011 and Spring 2012, or from grade 6 to end of grade 7, or 84%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
Paste response to question here: 3. The ELLs wth three years of service or less are pulled out and received differentiated instruction that is aligned to the Humanties curriculum. It is Common Core aligned and based on reading, writing, speaking and listening within a theme-based approach. The ELLs who are in the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. The majority of ELLs within this range scored higherr in Listening and Speaking, but has yet to reach proficiency in Reading and Writing. Therefore, the ESL teacher collaborates with the Humanities teachers in all three grades in order to ensure that lessons have an explicit language focus for enhancing Tier II and III vocabulary words and ELA skill-based aims for each lesson. Daily lessons include Exit Tickets to monitor next steps for instruction. Additionally, Humanties classrooms are now using the Code X, the Scholastic Common Core aligned curriculum that is recommended by the NYDOE. This curriculum focuses on vocabulary and building higher level language skills. It is a program that offers text complexity and higher level thinking skills in each lesson. It also exposes students to multiple readings of the same text with a lens of close reads.

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

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

Paste response to questions here: 4. a. The proficiencies across grades show that we move ELLs who are in the general education class from Intermediate or Advanced to Proficient over the three year period at Isaac Newton Middle School. The ELLs in grade 8 who are scoring at the Intermediate level are ELLs with IEP's, with the exception of two students who have been in the United States less than three years. These two students are scoring at Beginning and Intermediate levels. By grade 8, 5 out of 6 ELLs in general education tested proficient between September, 2011 and May 2012, or 84% of ELLs reached profcient within two years. In 2012/13, ELLs in general education in grade 6, 4 out of 9 ELLs tested proficient, or almost 50% in that grade. ELLs with SWD's do not show high levels of testing proficiency and we continue to plan multiple points of entry for them during the ICT class with the the ESL teacher who pushes into the class to assist in intructional time and pulls out when student needs are served by a small group.

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

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

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

   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

   Paste response to question here: We ensure that new arrivals have access to native language books, are able to write responses in native language and use google translate in the classroom to translate assignments and unit vocabulary for ELLs. We also have PBIS Science Books in Spanish, so that students who are new arrivals and whose native language is Spanish, can follow the curriculum in science classes.With students whose native language is other than Spanish, we use google translate as much as possible to help students stay up with assignments. We also have bilingual dictionaries and word picture dictionaries to assist in instruction. Additionally, all teachers teach content area vocabulary and maintain Word Walls that contain key vocabulary words. Moreover, teachers use multiple entry points, videos and content area dictionaries to teach important concepts and vocabulary. Science literacy is a focus in the Science department to help students build important English language skills.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

   Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

Ms. Kellogg, the Assistant Principal speaks fluent Spanish, French and Portuguese and uses native language with parents whenever possible. If not, we find a person who can translate whenever needed, in order to confer regarding family choice regarding their

preference about choosing a bilingual program versus a Free-standing ESL program. Parents who choose ISMSMS have decided that they want their child in our school because we have a reputation as a safe, orderly learning environment where children can learn and have their learning needs supported. Our community is known to support diversity and students feel accepted and included.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: In the spring, the ESL teacher prints out a new RLER and RLAT to ensure that all students who are identified to take the NYSESLAT are scheduled for the test. A schedule is created for each part of the four part exam. She trains the team who will administer and grade the Speaking and Writing portion of the exam. She then informs the Humanities, Art and Science teachers and administrators of the testing schedule. All ESL students are tested by a team that includes a SETSS teacher and the ICT teachers from grades 7 & 8. The teachers are trained with the materials provided to the school, and ESL teacher provides oversight to ensure the Speaking, Listening, Reading and Writing exams and administered correctly. If a student is absent for a section of the exam, a make-up test is schedeled. The ESL teacher keeps track of all 4 parts of the exam to ensure 100% completion rate.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
Paste response to question here: In Fall 2013, all three families who have enrolled their children in INMSMS have chosen a Free-standing ESL program for their child. If a parent were to express interest in a bilingual or dual language program, we would make a note of it, and the family would be referred to another school that has a Spanish language bilingual program in place. We would also refer students to MS 117 which has a Spanish language bilingual program as well. If the family is Spanish dominant, both the ESL teacher and Ms. Kellogg, the Assistant Principal are qualified to consult parents in Spanish. Ms. LoCicero speaks Italian and Spanish, and Ms. Kellogg speaks Spanish, French, and Portuguese.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. ELLs at INMSMS are serviced by a full-time licensed ESL teacher who pushes into the Humanties classroom in all three grades. INMSMS newcomers/Beginners are grouped together and receive 360 minutes of ESL instruction per week, as per CR Part 154. As for Intermediate and Advanced ELLs, the ESL teacher pushes into Humanities classrooms where ELLs are grouped in one class per grade. Each grade is scheduled at a different time of the day so that the Push-In/Pull-Out model during the 90-minute block, 5 times per week can be services according to the CR Part 154 mandated minutes. All Advanced students received 180 minutes of ESL instruction per week, while Intermediate and Beginning ELLs receive 360 minutes of ESL instruction per week.
2.a. ESL instructions is aligned to NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited Enghlish Proficient Learners. Humanities instruction is CCSS aligned and differentiated for ELLs, ELLs with SWD's and general education students. The ESL teacher and Humanities teachers use rubrics that are CCSS aligned for literacy and meet frequently to assess student progress, assess work and provide targeted instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response to question here: All core subjects are taught using instructional approaches that include differentiation for ELLs and ELLs with SWD. All core subjects use graphic organizers, word walls with content area vocabulary, smart boards and visuals for multifple entry points. All subjects are CCSS aligned, as The Humanites department is using Scholastic's Code X for ELA instruction, the Math department is using Connected Math Program, CMP which is the NYC CCSS program. Additionally, the Science department uses Project Based Inquiry Science curriculum, a program that emphasizes a hands-on learning approach to learning science, one that is therefore authentic and based on students' observations to produce scientific explanation.

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

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

Materials Used in Humanities:
Scholatic's Code X
Leveled Classroom Libraries
Novel/Memior Studies-
Grade 6: Out of my Mind by Sharon Draper and Freak the Mighty by Rodman Philbrick
Grade 7: Crash by Jerry Spinelli and The Outsiders by Hinton
Grade 8: Night by Elie Weisel and Warriors Don't Cry by Melba Pattillo Beals
The History of Us
Escape from Slavery: The Boyhood of Frederic Douglass
History Alive
Orca Book Series
Bluford Series

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: Students are tested on their reading and writing abilities through class assignments, reading conferencing, TC assessments, end of unit projects, and formative and summative assessments. Additionallly, in the Humanities classrooms, we use protocols for student-led discussions, taking-notes from videos and using information to produce written responses. Humanities classes require presentation of projects and participation in student-led discussion protocols which are

evaluated using Presentation and Participation rubrics. We also have students self-evaluate on their level of listening to partners and presentation based on a student-generated rubric.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

6.a. Currently there is one SIFE student who is benefitting from the additional resources of having 360 minutes of ESL per week, as well as the additional support of a City Year team member in the classroom. This student also benefits from being in an ICT classroom, where there is a Special Education teacher co-teaching with a general education teacher. INMSMS also has mandatory Extended Learning Time for grades 6 and 7. All students are required to be at school from 8:45 to 6:00 pm four days per week. Students receive academic intervention, assisted homework and opportunities for students to develop connections to the community and beyond through the programming of "Apprenticeships." During this learning time, students are paired in small groups with outside community members who teach them with hands-on learning approach about careers path. One such partnership is with Google, robotics, advertising, film, and many more. Students in grade 8 receive AIS in Language Arts or Math, depending upon their needs, for 50 minutes per day, three times per week.

6.b.Newcomers receive 90 minutes of pull-out four times per week and benefit from push-in model with an ESL teacher in Humanities classes. Materials used with newcomers include Side-by-Side CD Level 1 and 2 by Prentice Hall in addition to ESL vocabulary and grammar activities. New arrivals also have access to books on tape and leveled non-fiction articles to prepare them for future ELA exam. Additionally, newcomers who struggle to learn phonetics of English receive some Wilson instruction to assist their progress in pronunciation, reading and writng in English. Beginning ELLs at INMSMS also benefit from student teachers from Teachers College and observing graduate students from NYU, who assist students in small groups and work with them under the supervision of the ESL teacher for further exposure to English.

6.c. ELLs who receive services under the 4 to 6 year category received mandated ELL services within the push-in/pull-out model. The majority of ELLs within this range struggle to read and write at proficient levels that allow them to succeed on the Common Core ELA test. As a result, curriculum at ISMSMS is now aligned to the CCSS standards and ELLs in this category are working on Code X material and differentiated lessons in the Humanities classroom that will allow for them to achieve proficiency on the ELA and NYSESLAT tests. Additionally, Tier II and Tier III vocabulary are emphasized, along with content area vocabulary in Science and Social Studies to push academic achievement. We continue to do work with ELLs during independent reading blocks to push our students' reading comprehension skills. Students in grade 8 receive AIS during Extended Learning Time from ELA teachers to allow students more exposure to higher level reading and writing.

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

    Paste response to question here: This year we are establishing an ELL Study Group to determine ways we can futher ELL success at INSMMS by examining how to use existing resources and program structures to increase ELL performance. Additionally, we are considering the possibility of bringing on an F-Status ESL teacher to provide direct instruction to ELLs.

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

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

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

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

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

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

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

    Paste response to question here: All instruction at INMSMS is delivered in English. However, ELLs have access to books in their native language, particularly in Spanish. Sample book titles include: The House on Mango Street and Woman Hollering Creek by Sandra Cisneros, the Color of my Words by Lynn Joseph in Spanish and English. We have picture dictionaries in Spanish, French, Arabic and Chinese. Students are encoursage to use their native language as well as English. Our Title III after school program encoursages connections to native language for ELLs. We also use Google Translate for new arrivals to follow Social Studies and Science content lessons. The PBIS Science program is available in Spanish, and we have books and digital versions of lessons available on line for teachers and students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    Paste response to question here: Services and resources correspond to ELLs' ages and grade levels. Our programs are geared toward 11 - 14 year olds and our materials, instructional and after school programs are mindful of the middle school experience, scholastic requirements are CCSS, and students' social/emotional needs are always considered. As a result, our school environment report brings us high marks on our Progress Report.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Paste response to question here: Newly enrolled ELLs are invited to attend our 6th Grade Orientation Night in June for incoming students and families where they meet teachers and students and are introduced to the opportunities available to them at INMSMS. On the first day of school, 6th grade students are separated in the auditorium and do not travel out of their homeroom for the remainder of the first day. 6th grade has a separate hall and does not mingle with 7th and 8th graders in general. They have a separate lunch period and recess, so they slowly integrate into the middle school experience. In October, we host "Back to School Night" where studetns are able to introduce their families to Isaac Newton staff and hold parent-teacher conferences twice a year. A student who is a new arrival will be put in contact with another family who can speak the same language and who can help them adjust to the school and neighborhood. In the past, we have referred families to ESL programs for adults in the community. In addtion, regular communication with elementary school guidance counselors, our school makes staff available to help ELLs as they transition from elementary-to-middle school by having ITC and ELL teachers visit elementary feeder schools and met students and teachers at those schools. We also have advisory periods to help all students in all grades with middle-school issues.
18. What language electives are offered to ELLs?
    Paste response to question here: All 8th grade students receive the option to take Spanish as an elective.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here: 1. INMSMS is commited to on-going professional development for all teachers. In previous years, many of our teachers attended QTEL training and the "All Kinds of Minds" workshops. The past two years, the ESL teacher and one Humanites teacher attended a monthly meeting sponsored by the network entitled: Common Core Working Group. This meeting led to deeper understanding of how to align instruction to the Common Core State Standards and effectively teach all students so they may be successful in school, college and beyond.
The ESL teacher continues to attend PD as do the Humanties teachers. In the past, Humanties teachers and the ESL teacher have attended TC workshops, 6+1 Writing Traits workshops sponsored by Educhange, Network PD for ESL, ICT and general education professional development. Furthermore, both the ESL and Humanites teachers turn-key information and strategies learned at PD workshops.

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

Upcoming PD at ISMSMS:

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

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01

	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	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: 04 **School Name:** 825

Cluster: 1 **Network:** 101

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Isaac Newton Middel School	DBN: 04M825
This school is (check one):	☐conceptually consolidated (skip part E below) ☒NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Isaac Newton Middle School will offer an after-school program to all ELLs and ESLSWD's, including former ELL's in the 6th, 7th and 8th grades in order to further enhance their acquisistion of academic English. Three licensed teachers, one ESL and one Bilingual and one Humanties teacher who will co-teach one hour per week with the ESL teachers who will provide all instruction to grades 6,7 and 8. The program will be offered twice a week, on Wednesdays and Thursdays from 2:40 - 4:40. It will run from October June. Students who participate in the after-school program will be engaged in researching and writing stories for the school blog, The Fig Newtons. They will choose subjects of interest and research and write weekly columns as contributors on the following subjects: Current events such as immigrations, sports and innovation in science. Additionally, they will write book, music and movie reviews. Students will work in teams to research, write and peer edit their work. They will be responsible to find/use photography and graphics to accompany their articles. Students will learn about the publishing process from conception to posting finished articles in the digital age. The program will focus on building students' literacy skills to prepare them for high school and beyond, by focusing on acquiring academic language through non-fiction reading and writing to prepare them to use digital technology. Additionally, to enhance their ability to write and produce high-quality writing, we will also build students' computer literacy as they use the internet to research non-fiction topics, learn how to use Microsoft Word programs effectively and practice typing with sofware programs to increase speed and accuracy.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: INMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLS. During the 2014-15 school year, the ESL teacher hosts 3 "Lunch and Learns"at INMS to assist teachers in the general education classroom, providing Best Teaching

Part C: Professional Development
Practices for ELLs at INMS. Additionally, the ESL teacher leads 5 Professional Development sessions with a team of 3 Humanities teachers to push Common Core alignment and Best Practices in teaching writing to ELLs, using strategies such as graphic organizers, note taking, vocabulary building, discussion and critical thinking strategies to develop writing for ELLs to meet and exceed standards. Moreover, the Humanities Department and ESL teacher are working with a professional development team from LitLife to further the work with Common Core Alignment and developing the Socratic Method in classroom protocols to push academic language and student-led classroom discussions. There will be 10 PD days dedicated to building Common Core Aligned curriculum in the general education classroom and ESL classroom. The dates will be determined over the next two weeks. The ESL teacher is also taking part in a program with building Literacy through Science through our Urban Advantage Partnership at the American Museum of Natural History to develop literacy skills for ELLs at INMS in the science classrooms.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: At Isaac newton Middle School, we are committed to creating and maintaining positive relationships with students' families as they are an integral part of students' academic success. In addition to mandated activitivies, such as parent orientations, that are held in September and whenever new ELLs are admitted throughout the year by the ESL teacher Ms. LoCicero. Parents of ELLs are invited to take part in two workshops dedicated to helping parents understand how to be more involved in their children's academic success. Two workshops will be held by the Parent Coordinator and the ESL teacher, in November for families of students whose children scored at Level 1 and 2 on the ELA and Math tests. The parents of ELLs are invited to attend these workshops to learn about the importance of academic intervention, and how it can help push their children to academic success. The workshops are held in English and Spanish. Parents are notified about the workshop by letter and by follow-up telephone calls. The workshops are scheduled for two days in January. We are also hosting a dinner for families of ELLs in December as a way of engaging the community and building our partnership with families. The parent coordinator offers weekly technology classes to families in English and Spanish on Wednesdays at 10 am. These classes cover basic computer literacy skills to help them track their children's academic progress using Teacher Ease and ARIS. ESL workshops are also offered to families every Thursday at 10 am. The Principal will meet with with all families of students who are Promotion in Doubt in December, and encouraging them to have their children attend afterschool tutoring programs that will provide necessary academic intervention prior to the state exams.

Part D: Parental Engagement Activities
The Citizen School afterschool program for sixth grade will hold a potluck dinner in December, to which all ELL familes are invited. Letters and flyers translated into Spanish, Arabic, French and Chinese will be sent home to families of all sixth grade students. The culture at INMS encourages bilingual and Spanish-speaking families to feel comfortable and engaged in the communty. The President of the Parent Teacher's Association is also on the SLT Committee, she is fluent in English and Spanish. She is present at all school functions and helps ELL families feel integrated in the community. The PTA leader is also bilingual and sits on the SLT. INMS hosts a Family Literacy Night every year, where families are invited to come and celebrate reading, books, poetry and performance. The school takes the opportunity to give families pamphlets in English and Spanish language picture books and read-alouds in English and Spanish. Each year, attendance has increased and the night has been a successful draw for all families. Additionally, the ESL teacher, along with the guidance counselor, are developing a Family Night for ELL families and students in the 7th and 8th grade to inform them about the ways to ensure their children are high-school ready and beyond. This will be held in Spring.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$9,249.12 $1,950.88	2x ESL teachers x 4 x 42.82 x 27 = 1 Humanities teacher 45.5 hours during the 27 week program
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	.
Educational Software	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	11,200.00	11,200.00