

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

01M839

School Name:

TOMPKINS SQUARE MIDDLE SCHOOL

Principal:

SONHANDO ESTWICK

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School Number (DBN): 01M839
School Type: District Grades Served: 6, 7, 8
School Address: 600 East 6th Street NY, NY 10009
Phone Number: (212) 995-1430 Fax: 212-979-1341
School Contact Person: Devan Aptekar Email Address: Daptekar@tsmsonline.org
Principal: Sonhando Eswick
UFT Chapter Leader: Bryce Cahn
Parents' Association President: _____
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 1 Superintendent: Daniella Philips
Superintendent's Office Address: 166 Essex St. RM 136 NY, NY 10002
Superintendent's Email Address: _____
Phone Number: (212) 353-2948 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Corine Rello Anselmi
Network Number: CFN 101 Network Leader: Chris Groll

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Sonhando Estwick	*Principal or Designee	
Bryce Cahn	*UFT Chapter Leader or Designee	
Florence Eng	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monse Santana	Member/	
Amy Anderla	Member/	
Jackie Shlecter	Member/	
Kyler Lofton	Member/	
Lisa Desimone	Member/	
Mary Talbot	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Tompkins Square Middle School was founded in 2001 with the goal of building a progressive community that reflected the remarkable diversity of the Lower East Side neighborhood it would serve. Since that year, Tompkins Square Middle School has grown into an award-winning and highly rated school that serves approximately 360 students from NYC and all around the world. Our student body is socio-economically, ethnically, racially, culturally, and academically diverse. Our founding vision is based upon a belief that students learn best working closely together with other children who are different from them in some way. Our community prides itself on being one of the most diverse secondary schools in this city, including a complete range of academic ability and learning styles from students struggling to learn to read to some of the top scholars in the area.

In addition to a rich and rigorous academic program, Tompkins Square Middle School supports its students' academic growth with outcomes-based assessment, academic coaching, and targeted small group instruction. Tompkins Square Middle School supports its students' social and emotional growth with an advisory curriculum. All students study visual art and dance, and have extracurricular opportunities in athletics, the arts, and additional academic support in partnership with Education Alliance's after school program sited at Tompkins Square Middle School.

TSMS uses a model of distributive leadership that builds an authentic common vision and true commitment from staff. In the TSMS model of shared decision-making, all staff stakeholders have the opportunity to be involved in all phases of school initiatives, from preliminary research and community outreach to the decision making, implementation, and evaluation of new programs. This structure has led to greater teacher investment in school initiatives and more input and guidance on what is important to our school community. This model does present some challenges around efficiency of decision making, community and consensus building, and coherence across multiple simultaneous areas of community growth. However, the school community and leadership believe that the shared decision making process leads to a community responsive to the needs of all stakeholders supported by an extraordinarily deep level of professional commitment from staff.

Tompkins Square Middle School is currently evaluating the impact of two recent initiatives on academic achievement, family partnerships, and opportunities for professional learning and collaboration. The first initiative shifted student assessment from a traditional letter grade model to outcomes based assessments. The second initiative embedded time for small group instruction and personal academic coaching into the school day and created one afternoon each month for professional collaboration for staff. In addition to evaluating the impact of these initiatives and planning changes responsive to these findings, the school is using this work as an opportunity to deepen its practice with a framework of user centered design framework to guide current and future growth in all areas of school improvement. Two teams facilitated by the principal are in the process of developing answers to two key questions:

1. What changes can we make in order to make our Outcomes Based Assessment model more effective for all stakeholders?
2. How can we adjust our current schedule to allow for additional and richer time for professional learning, collaboration, and community contact for staff?

Mission:

TSMS is a learning community with rigorous academic standards that honor individual learning styles and build skills within a meaningful context.

TSMS is a safe environment for early adolescents to discover and feel confident about who they are while building nurturing and meaningful relationships with adults and peers.

TSMS is dedicated to fostering a community of ethical, caring, self-reflective, and critical thinkers.

TSMS celebrates the diversity of all its members and encourages them to express their individuality, pursue their interests, analyze different points of view, and investigate questions about their world.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Our most recent CEP goals primarily relate to increasing the efficacy of our Outcomes Based Assessment (OBA) model. Within this initiative, teachers have developed common core aligned outcomes and assessments and worked to develop and employ standard language and assessments on grade and department level. This year, Instructional teams have expanded several promising opportunities for alignment between grade levels. Review of work on CEP goals from last year and strong results from the work so far this year indicate that this is a promising area for growth. More work remains to be done to continue to deepen instructional coherence for students as they work in different subject areas and move to the next grade levels.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, complete an iteration of user-centered design that strengthens vertical alignment and horizontal alignment of outcomes and assessments across different grades and subjects to deepen student learning, facilitate opportunities for professional collaboration, and promote instructional coherence for students.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
By June, complete an iteration of user-centered design that to strengthens vertical alignment and horizontal alignment of outcomes and assessments across different grades and subjects to deepen student learning, facilitate opportunities for professional collaboration, and promote instructional coherence for students.	All Stakeholders	September 2nd 2014 to June 4 th 2015	OBA Committee Principal

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Part 4 – Resources Needed

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

OBA committee is open to all interested staff members. The TSMS schedule has already been adjusted to allow for common planning and meeting 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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

By February 1, stakeholder surveys and focus groups will be completed, committee will begin to create a prototype based on the findings.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

Our most recent CEP goals primarily relate to increasing the efficacy of our Outcomes Based Assessment (OBA) model. Within this initiative, teachers have focused on building a greater understanding of OBA for students and parents. One of the major goals of the Outcomes Based Assessment model shift was to more effectively communicate to students their individual levels of mastery on learning standards within each classroom. The shift to OBA, supported by individualized academic coaching, was designed to provide students with actionable feedback on their learning and to provide supporting adults with a clearer snapshot of individual student mastery across outcomes. Our experience during the last year indicated that more work needed to be done to develop OBA into a tool that to effectively communicates actionable information to students, academic coaches, and families.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 30, complete an iteration of user-centered design that more effectively communicates mastery of CCLS aligned classroom outcomes in student and family accessible language that will inform action plans for student growth for multiple stakeholders (students, families, academic coaches, and classroom teachers)

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			

<p>As a result of the work at staff retreat last year, we have launched OBA Committee with the focusing question, “What changes can we make in order to make OBA more effective for all stakeholders?” The OBA committee is following a user centered design protocol to develop a richer understanding of the needs of different stakeholders.</p> <p>The team is meeting regularly and developing tools with which to gather more information. Our School Leadership Team has also been involved in this work, participating in discussions and focus groups. Throughout the process, school leadership and teachers are continuing to engage in deep reflection on the best way to clearly communicate expectations and goals with students and families, to develop outcomes in response community feedback, and seek out opportunities to develop instructional coherence across grade levels and departments.</p> <ul style="list-style-type: none"> • Research stakeholder needs and understandings • Develop prototype based on feedback and findings • Pilot prototype • Collect feedback from all stakeholders • Revise prototype toward more sustainable model 	All Stakeholders	September 2nd 2014 to June 4 th 2015	OBA Committee Principal
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Part 4 – Resources Needed

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

OBA committee is open to all interested staff members. The TSMS schedule has already been adjusted to allow for common planning and meeting 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		Title I Basic		Title IIA		Title III		Grants
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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:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 1, stakeholder surveys and focus groups will be completed, committee will begin to create a prototype based on the findings.

Part 6b. Complete in **February 2015.**

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

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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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Since its inception, Tompkins Square Middle School has supported a professional collaborative environment for teachers. Teacher teams facilitated by teachers meet on grade level, department level, and for special projects. In addition to typical meeting hours, teachers at Tompkins Square Middle school have consistently honored and developed a collaborative professional culture by meeting during lunch, after school, and during summer planning. The collaborative professional culture developed and cultivated by teachers is at the core of the school’s model of distributed leadership and continuous cycle of improvement.

At last year’s annual retreat, Teachers reached a consensus that they wanted to reexamine the school’s schedule to create more time for professional learning, opportunities for collaboration, and family outreach while protecting the instructional time devoted to supporting academic coaching, advisory, and targeted small group instruction.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April, complete an iteration of the user-centered design protocol that develops a scheduling model that adjusts our current schedule to allow for additional and richer time for professional learning, collaboration, and family outreach while maintaining maximal time for coaching, small group instruction, and advisory.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

<p>As a result of the work at staff retreat last year, we have launched a scheduling committee with the focusing question, “How can we adjust our current schedule to allow for additional and richer time for professional learning, collaboration, and community contact for staff?” The scheduling committee is following a user centered design protocol to develop a richer understanding of the needs of different stakeholders and will develop models designed to address those needs.</p> <ul style="list-style-type: none"> • Research stakeholder needs and understandings • Develop prototype based on feedback and findings • Pilot prototype • Collect feedback from all stakeholders • Revise prototype toward more sustainable model 	All Stakeholders	September 2nd 2014 to June 4 th 2015	Scheduling Committee Principal
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Part 4 – Resources Needed

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

Scheduling committee is open to all interested staff members. The TSMS schedule has already been adjusted to allow for common planning and meeting 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		Title I Basic		Title IIA		Title III		Grants
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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:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 1, stakeholder surveys and focus groups will be completed, committee will begin to create a prototype based on the findings.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

TSMS uses a model of staff leadership we believe may be unique among public schools. This structure was added to an extensive traditional distributive leadership model already in place (department-, grade-, and advisory-level facilitators, coaches, etc.), one which we believe did not extend far enough. To build an authentic common vision and true commitment from staff, three years ago we formalized a new transparent process for school decisions.

In the TSMS model of shared decision-making, all staff stakeholders have the opportunity to be involved in all phases, from preliminary research to the choice itself. Staff committees form to create proposals, teachers discuss and suggest changes, committees rewrite based on feedback, and the whole staff votes whether to move forward. This structure has led to greater teacher investment in school initiatives and more input and guidance on what is important to my staff. I believe this deep engagement with the school to be one factor behind our high retention rate. Our current academic coaching initiative recently emerged from this process.

Teacher teams are consistently promoting the implementation of the CCLS and instructional shifts, as discussed throughout this document. This is supported through the establishment of structural time for department-level meetings, grade-level meeting, and ICT partnership meetings. Data is extensively utilized within teams, particularly within ICT team partnerships, during which teachers will refer to JumpRope to look not only at individual students but also at how students across classes are performing on specific outcomes. This has helped to inform and determine more effective teaching practices. This model does present some challenges around efficiency of decision making, community and consensus building, and coherence across multiple simultaneous areas of community growth. However, the school community and leadership believe that the shared decision making process leads to a community responsive to the needs of all stakeholders supported by an extraordinarily deep level of professional commitment from staff.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

After all-staff and SLT reflection on the prototypes developed this year, the school leader and staff will publicly reflect on the user-centered design process and the TSMS transparent shared decision-making process in order to consolidate and institutionalize lessons learned through this work.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to			

impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
We will dedicate two of our all-school early dismissal dedicated Professional Development days to engaging in double-loop learning, in which stakeholders will distill lessons about process and institutional growth for future initiatives. One of these days will focus on outcomes and student assessment and the other on scheduling. The principal and concerned stakeholders will draft a decision-making mission statement.	Staff, Leadership, Community Stakeholders		Principal

Part 4 – Resources Needed

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

Both committees are open to all interested staff members. The TSMS schedule has already been adjusted to allow for whole staff professional development and common meeting time during monthly early dismissal afternoon sessions.

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		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By January 30th leadership team and committees will develop reflective survey and narrative questions for community.

Part 6b. Complete in **February 2015.**

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

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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.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

Families and students play an intrinsic role in evaluating and responding to continual reassessment of the school’s academic program. Parents/guardians engage in common discussion of school initiatives during SLT and PTA and through surveys and focus groups. On our school quality surveys, families overwhelmingly report (97%) that the school is responsive to parent feedback. Our main need at this juncture is to authentically incorporate family feedback into the prototyping work being done by the committees.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April, complete an iteration of the user-centered design protocol for both the OBA and scheduling committees that authentically integrates family stakeholder needs and feedback, as measurable by evaluating data collected from parent/guardian focus groups and surveys.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
By June, complete an iteration of user-centered design that to strengthens vertical alignment and horizontal alignment of outcomes and assessments across different grades and subjects to deepen student learning, facilitate opportunities for professional collaboration, and promote instructional coherence for students.	All Stakeholders	September 2nd 2014 to June 4 th 2015	OBA Committee Principal
As a result of the work at staff retreat last year, we have launched a scheduling committee with the focusing question, “How can we adjust our current schedule to allow for additional and richer time for professional learning, collaboration, and community contact	All Stakeholders	September 2nd 2014 to June 4 th 2015	Scheduling Committee Principal

<p>for staff?" The scheduling committee is following a user centered design protocol to develop a richer understanding of the needs of different stakeholders and will develop models designed to address those needs.</p> <ul style="list-style-type: none"> • Research stakeholder needs and understandings • Develop prototype based on feedback and findings • Pilot prototype • Collect feedback from all stakeholders • Revise prototype toward more sustainable model 			

Part 4 – Resources Needed

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

Committee members will meet during scheduled time, parent surveys will be distributed via email and paper copies as well as in the school tech lab during family conferences, and parent/guardians will attend focus groups both in the SLT forum and outside as necessary.

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		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 1, stakeholder surveys and focus groups will be completed, committee will begin to create a prototype based on the findings.

Part 6b. Complete in **February 2015.**

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

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

		level. The goals of this program are to help students move at all levels in measurable ways, to increase student reading independence and confidence, and to learn about reading strategies as a community. In addition, we expect this program to support our most struggling readers in making sufficient gains.		
Mathematics	Math teachers and special educators conduct a full variety of learning assessments in the first month of school.	Math Enrichment is designed to help students stay up-to-date in their Math class, as well as offering the opportunity to try new and interesting math games and problems. Each week, one session is a skill day, one is a conferencing day Small group Instruction during school day 12 and one is a homework/game day. Math enrichment should help students with their skills they need to succeed and allow them to receive more individual attention from their teachers. Math intervention also meets during flextime.	Small Group	During the school day
Science	Science teachers and special educators conduct a full variety of learning assessments in the	Science intervention meets during flextime. At-risk students in Science, evaluated based on	Small Group	During the school day

	first month of school.	teacher assessment, meet in a small group setting with a TSMS Science teacher for skills and information reinforcement three times a week for 50-minute periods.		
Social Studies	See ELA (we conduct Humanities class— ELA & SS combined together in a daily double period)	See ELA (we conduct Humanities class— ELA & SS combined together in a daily double period)	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff and families refer students to the guidance office and the school-based support team as needed.	<p>Guidance office includes full time guidance counselor and 3 counseling interns from graduate programs. Services involve mandated (IEP) counseling weekly, at risk and crisis counseling and mediation. All services may be in a group or individually. Office coordinates outside services and referrals. Member of PPT weekly meetings.</p> <p>School Psychologist will meet with IEP students for evaluation/assessment one on one and may be asked to observe classroom behavior of at risk students. BASC instrument may be used. Member PPT weekly meetings.</p> <p>Social worker will do social history of IEP students when required and will</p>	One-on-one and small groups	Services occur during school day

		<p>meet with families for initial evaluation. She may also observe classroom behavior of at risk students. Member of PPT weekly meetings.</p> <p>In terms of Health-related services , chronic absenteeism and lateness are reported to dean and guidance office for possible health related issues. Liaison with hospital, doctor, school, and family through guidance office. Issues of neglect, abuse, and suicidal ideation involve Administration for Children's Services with network consultant and handled by guidance office.</p>		
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Section 7: Title I Program Information

Directions:

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

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

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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

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.

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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. **[School name]**, 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. **[School name]** 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

[School name], 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 839
School Name Tompkins Square Middle School		

B. Language Allocation Policy Team Composition [i](#) 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 Sonhando Estwick	Assistant Principal Eric Forman
Coach type here	Coach type here
ESL Teacher Rachel Levinsky	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shirley Lee Wong
Related Service Provider type here	Other Devan Aptekar
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	377	Total number of ELLs	18	ELLs as share of total student population (%)	4.77%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in							1							1
Pull-out							1	1	1					3
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	4		1	6	2	3	8		7		18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	4	0	1	6	2	3	8	0	7	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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																
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							3	2	1					6
Chinese							2	1	2					5
Russian														0
Bengali							2							2
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		2					3
TOTAL	0	0	0	0	0	0	9	4	5	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1						2
Intermediate(I)							1	2	1					4
Advanced (A)							2	2	3					7
Total	0	0	0	0	0	0	4	5	4	0	0	0	0	13

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
4					0
5					0
6	4	1	1		6
7	3	1			4
8	4	3			7
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest

and lowest. Students are given running records, comprehension checks, and informal and formal assessments that help to determine their literacy skills.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The chart below shows our scores for May, 2013, showing last year's student scores. Since the RNMR is not available for this year, we can only use the RLAT which is a more general score. So we are not able, at this point, to differentiate the student's exact proficiency levels across the modalities, though we have a sense based on the raw scores.

May 2013 NYSESLAT Scores

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

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

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

Progress for May 2013 on the NYSESLAT

	6	7	8
Passed	2/6	0/5	3/7
Moved Up	1/4, b->i, student with IEP		
	1/4, i->a, IEP		
Stayed the Same Level		3/4 b->b (IEP), a->a x2*	3/5 - gen ed students
			3/4, a->a x2*, i->i IEP
Moved down a level			
		2/5 - i->b and a->i, IEPs	

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

May 2013 ELA

	1	2	3	4
6	4	1	1	

7 3 1

8 4 3

*one 7th grader is a NYSAA student

May 2013 Math

1 2 3 4

6 4 1 1

7 2

1 1

8 3 4

one 7th grader is a NYSAA student

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

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

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

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

We do not use Native Language assessments.

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

5. TSMS uses the RTI framework to support all students who are not progressing in a certain area, academically or socially. The school has a support team that meets twice a week to discuss student needs. The support team leader uses an RTI framework to establish a goal to be met in about an eight week time period with descriptive data collection throughout the intervention to monitor student

growth. When the ESL teacher works with a classroom teacher to develop small groups or extended day support, the ESL teacher uses a similar framework. The ESL teacher sets a goal for the group, collects anecdotal notes throughout the intervention, meets with the classroom teacher to adjust goals and instruction as necessary, and then reports on growth. Typical interventions include Wilson phonics groups, vowel study groups, essay writing groups, or reading comprehension groups focused on inferring or envisioning. When an intervention has ended, the teachers look at student growth and decide if a deeper intervention or evaluation is needed. The teachers make the goals, data, and growth as transparent as possible to the students so that they can own and monitor their progress. Since we have changed our schedule to include extended day in our school day, we have a FLEX period that allows teachers to work in small groups using an RTI framework. We also have academic coaches supporting students as they make academic goals and plans to improve on certain educational outcomes. The students are very active in goal setting and own the responsibility to improve.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. The ESL teacher is always consulted and involved in any PPT, IEP, or support team meetings about ELs. When necessary we also consult with bilingual evaluators to assess the students' skills in the L1 and English. The ESL teacher always keeps the students' language development in mind when looking at academic progress. While the student may be behind the general education peers in terms of academic development, they need the time to catch up with language. The ESL teacher works with the classroom teachers to modify the classroom content and expectations so the ELs can participate, feel successful, and learn academic content and language simultaneously. The classroom teachers send home monthly newsletters so that parents can discuss the academic content in the L1 as well. When students have a high level of academic vocabulary in their L1, they are more successful with classroom content. We work very hard to make sure that our ELs are developing vocabulary in both languages simultaneously through support at home and in school.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
7. We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. We were pleased to see that students are making progress with English language development. 28% (5 out of 18) completely passed the NYSESLAT. Additionally, 54% (7 out of 13) passed the writing and 46% (6 out of 13) passed the reading section of the test. Since this was the focus of the ESL program last year, the scores demonstrate that the program was successful.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogy as well as the parent coordinator. There is one certified ESL teacher at TSMS who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language or in English with the parent and child while filling out the Home Language Survey. Parents are given a Home Language Information

Survey to find out if the student speaks a language other than English. Based on the parents' response to questions on this survey and the informal interview with parent and child, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services.

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Within ten days after the Home Language Survey and the LAB-R assessment are given, the ESL teacher now knows which students are eligible for ESL services. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters (or non-entitlement letters) within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Two orientation meetings are offered for the week following when the letters were

sent home— one in the morning and one at night to accommodate parents at home and work. Parents are given a date by which to return these forms, which is within the same week as the orientation meeting, to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2013-2014 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language. The ESL teacher, with the parent coordinator, has a meeting with the parents and explains the options for transitional bilingual education, transitional self contained ESL, or stand alone pull-out ESL services. This information is explained in the native language when appropriate.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. TSMS only has a freestanding ESL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ESL or a bilingual program is better for their child's needs, the ESL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though. None of the parents have ever asked for a transfer for a different language program, often because the students come from low incidence language backgrounds for which there are no dual language programs. The ESL teacher conducts these meetings with the parents in their preferred language. While the children qualify for ESL services, many of the parents speak English fluently and prefer to speak in English. When the parents prefer to speak in their home language, we provide a translator at the meeting.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ESL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location, like the school library to help the students focus. The Reading and Writing portions are then administered during the testing window. Again, students are grouped or individually given the test depending on test directions. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the test results according to the rubrics provided with a committee. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs. If students pass the listening/speaking components but still struggle in reading/writing, the ESL teacher works with the students more on reading and writing.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. Data indicates that the parents at TSMS, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program , the school has not needed to build additional programs. The school program and the parent preferences are currently aligned. However, if we had the appropriate numbers to create a self-contained or bilingual class (15 students in two consecutive grades) and parents were requesting the program, we would create these classes. In reviewing the parent survey forms for the past few years, data indicates that parents always opt for the ESL program at TSMS for their children. One new Tibetan sixth grader entered the ESL program at TSMS in the Fall of 2013. His parents opted for the ESL program at TSMS after reviewing their options. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept by the licensed ESL teacher for review if necessary.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. Instruction is delivered mostly by the workshop model of a mini lesson, guided practice, and then independent practice. The ESL teacher works with small groups of students in the classroom. The ESL teacher supports the students in understanding the mini lesson taught by the classroom, Humanities teacher. The ESL teacher scaffolds the classroom curriculum with additional learning support like graphic organizers, leveled books, and more simple directions. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. . Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. At times the ESL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ESL teacher will conduct a pull-out ESL lesson in order to address more specific areas of English language development. Instruction is delivered by the ESL teacher in a small group. The ESL teacher teaches a mini-lesson to the students about speaking, listening, reading, or writing and then the students carry out independent practice of the skill taught.
 - b. The ESL groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. Students also receive 90 minutes of ELA instruction each day in their classrooms. The ESL teacher sometimes pushes into the Humanities classroom to support the literacy work that is happening in the classroom. At times, the ESL teacher will also push in during math, science, or social studies in order to support English language development in these content areas as well. The ESL teacher never pulls students from their specialty classes so this often influences the group members, but the group members are still matched as closely as possible with English level and age within the schedule. Based on the schedule, the ESL teacher is mostly able to do push-in for the sixth grade classes. There is mostly pull-out for the seventh and eighth grades. There is a

limited amount of pull out in sixth.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The sixth grade students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. The ESL teacher co-plans with the classroom teachers in order to address student needs and ensure that the ESL curriculum supports the classroom curriculum. Since it is push-in, the ESL teacher works with the small group of ESL students in the classroom during the literacy, science, and math. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. The size of the ESL class ranges from 2 to 6 students, allowing the ELL teacher to address the students' different learning styles and differentiate instruction. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 90 minutes of ELA instruction in the classroom each day. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. The ESL teacher creates a schedule in order to meet groups of students at all levels for the required amount of time. This schedule is created in accordance with the classroom schedule to ensure that the students are not missing any important classroom information, community building, or enrichment activities. The certified ESL teacher works closely with the classroom teachers and school administration to develop a push-in schedule which will benefit student learning. Students are not pulled from their special subjects as these are considered vital environments for students to develop their social language and engage in hands-on activities. Students usually receive reading and writing support within their classrooms so that the support is directly related to the classroom curriculum. Sometimes the students are pulled from reading and writing instead of the push-in model, in order to receive scaffolded reading and writing instruction in the ESL classroom and to help students learn the academic language functions and vocabulary necessary to access the common core curriculum. When students are pulled from content area lessons, they receive supported instruction in the content area in question. The ESL teacher and general education teacher plan together in order to ensure that the students get the support they need, while also meeting the pace and expectations of the classroom. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding, modeling, and conferring. The types of scaffolding that are used in TSMS pull-out ESL program includes modeling, bridging (ex.: Think-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffold through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Authentic literature, thematic units and author studies are a large focus in the ESL classroom. In addition, there are a wide range of books that target each grade and language level. In connection with the common core, the students explore complex text structure to analyze how language works in different genres and subject areas. The ESL teacher uses sentence frames to help the students break apart complex paragraphs to follow what is happening and what is the connection between each sentence in a paragraph. The students also look at what choices authors make as writers across content areas, so that the students can make those same choices as writers.

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class

reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL pull-out environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic. The certified ESL teacher employs the Teachers College Reading and Writing Method for lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

d. Since it often takes 7-10 years for students to develop academic competency in a second language, it is understandable that some of our ELL students have been receiving services for over 6 years. Most likely these students need help with understanding the advanced course content that comes at the middle school level. The school has an academic intervention team, which examines the need for further targeted instruction in content areas, as well as whether or not the student requires special attention from a certain staff member or

special accommodation in the classroom. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges. The ESL teacher continues to see the ESL student, supporting the content area curricula with scaffolds and modified directions/projects. Additionally, the ESL teacher works with the classroom teachers to modify the curriculum and grading policies for these students.

e. Former ELLs: Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow. The ESL teacher also visits the classroom periodically and supports the former ESL student with the classroom curriculum. The ESL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ESL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports. When the student is able to reach grade level standards in class independently, ESL support is no longer necessary.

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

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

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

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

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

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

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

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

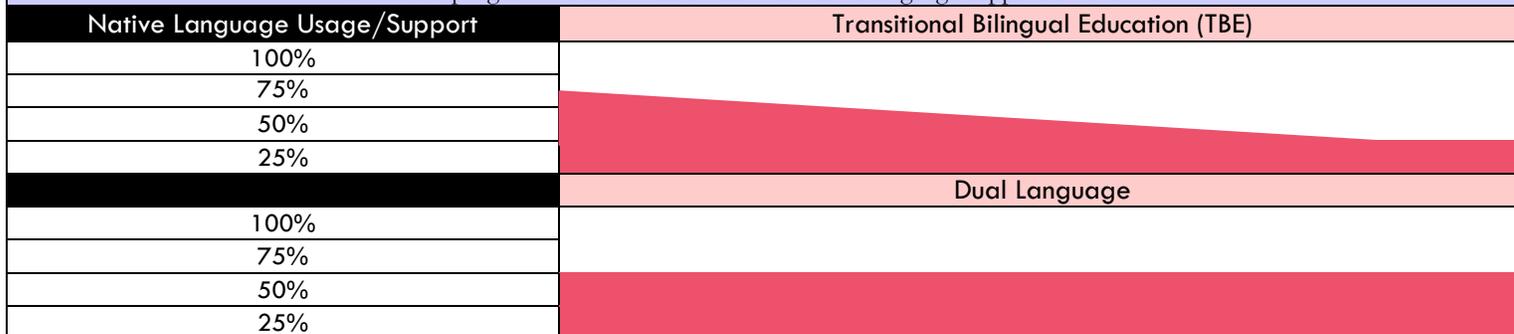
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

19. We do not have a dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

3. Helping our 6th graders transition from elementary school to middle school is a big priority for all of the 6th grade teachers. The students need to learn how to manage the responsibility to walking themselves to their next classes and getting their work done on

their own. The ESL teacher works with the ELs to make sure they are keeping up with homework and following class expectations. In addition, the ESL teacher works with the 6th grade students to demonstrate the connection between the work they did in 5th grade in reading and writing and the work they do in 6th grade, just at a slightly higher level.

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

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

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

D. Parental Involvement

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

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

2. The ESL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITY CENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes. In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons.

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

4. Many of the parents' needs center around wanting to see challenging work for our advanced students as much as we see support for our struggling students. In response to this need, the teachers are doing PD work around challenge projects. We also have an active PTA and SLT where parents can express their needs and work with the school faculty to create programs that will satisfy these issues.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: TSMS

School DBN: 839

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **01m839**

School Name: **Tompkins Square Middle School**

Cluster: _____

Network: **101**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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