



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

04M825

School Name:

ISAAC NEWTON MIDDLE SCHOOL FOR MATH & SCIENCE

Principal:

LISA NELSON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Isaac Newton MS for Math and Science School Number (DBN): 04M825
Grades Served: 6th, 7th, 8th
School Address: 280 Pleasant Avenue, NY, NY 10029
Phone Number: 212-860-6006 Fax: 212-987-4197
School Contact Person: Lisa Nelson Email Address: LNelson7@schools.nyc.gov
Principal: Lisa Nelson
UFT Chapter Leader: Monica Mestre
Parents' Association President: Pending September election
SLT Chairperson: Arlene Perez
Title I Parent Representative (or Parent Advisory Council Chairperson): Pending September election
Student Representative(s): _____

District Information

District: 4 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th Street, NY, NY 10035
Superintendent's Email Address: AEstel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th floor, NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Nelson	*Principal or Designee	
Monica Mestre	*UFT Chapter Leader or Designee	
Cory Bloomer	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Belia English	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Arlene Perez	Member/Teacher UFT (Chairperson)	
Cameron Maxwell	Member/ Teacher UFT	
Teresa Glen	Member/ Para UFT	
Rachel Cranston	Member/ Teacher UFT	
Hope Friend	Member/ Teacher UFT	
Providencia Padilla	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eduardo Garcia	Member/ Parent	
Rosa Custodio	Member/ Parent	
Depierra Butler	Member/ Parent	
Natalie Scott	Member/ Parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Isaac Newton Middle School for Math and Science (INMS) is located in East Harlem, NYC. We serve approximately 290 students most of whom live in the community. Ninety-six percent of our students live in poverty and many of our students live in the local housing projects. Sixty-five percent of our students are Latino, 29% are Black, 4% are Asian, and 2% are White. Twenty-five percent of our students have IEPs and 12% of our students are ELLs. Fifty-two percent of our students are males. East Harlem has a long and rich history, but also faces many of the challenges associated with high poverty. Immigration patterns in East Harlem have changed dramatically over the last decade with an influx of Asians, Africans, Mexicans, and people from South America.

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

Isaac Newton Middle School for Math and Science Mission Statement

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

Sixth Grade Mission

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

Seventh Grade Mission

1. Every child should be challenged to their highest potential of learning. We embrace different learning styles and foster an environment that motivates students to take risks.
2. High, middle, and low level students in the same class are all engaged at their level with the goal to bring them up.

3. We strive to provide the tools, resources, and guidance to develop appropriate social and emotional behavior.
4. We provide a safe, caring, environment to foster social and emotional development to produce productive citizens.

Eight Grade Mission

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

As we work toward the enactment of our APPLE ConnectED grant, we are again revisiting our Mission Statement to be more inclusive of the work we anticipate doing as a result of the grant. Below is our draft of our newly revised Mission Statement:

The Isaac Newton Middle School community is committed to changing the destiny of the young people we serve. By cultivating a collaborative culture of learning, we will support teachers and students in taking ownership of their learning. Teachers and partners will use 21st Century tools to prepare students to be productive citizens of our connected world. Every student will have access to the content tailored to their individual learning styles and needs. Students will be given opportunity to choose how to demonstrate their learning through multiple platforms while building digital citizenship and digital literacy.

Instructional Foci and Theme

Last year we set our instructional foci as: (1) Accountable Talk, (2) Questioning, and (3) Student Led Discussion/Discussion Protocols. We set these areas to focus on because we believe that they will promote student engagement. We also believe that questioning and discussion are integral to authentic learning. We will continue to have these instructional foci for the 2015-2016 school year.

Our school theme is Collaboration, Communication, Consistency and Celebration. We set this theme because we are striving to create a more consistent experience for our students by grade level. Two years ago, we noticed that expectations and classroom organization differed greatly from class to class. This year we have worked towards greater consistency and plan to continue these efforts.

Partnerships

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

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

students' families, and GOOGLE employees. CS works closely with City Year to coordinate their efforts on behalf of our students and our school.

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

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

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

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

Initiatives

Last year we began several new initiatives described below. We will continue to focus on promoting and supporting these initiatives.

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

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

Small Group Instruction (SGI) – Last year all teachers have SGI as their Circular Six assignment. This initiative provides for academic intervention for all students. Additionally, this SGI period enables special service providers to work with mandated services without "pulling" students from their other classes. We will continue this initiative during the 2015-2016 school year. However, we are scheduling for three rather than five periods and much of the intervention will be done through the use of targeted software, which will enable more conferencing between teachers and students.

Grade Level Teams – An important organizational structure at our school is Grade Level Teams. Each grade level has a Grade Level Leader who facilitates a weekly meeting. Grade Level Teams have a very clear set of priorities intended to promote grade level consistency. Grade Level Teams are empowered to make logistical decisions that meet the unique needs of the team and the students they serve, for example, Student Led Conferences are planned by Grade Level Teams. Grade Level Leaders meet with the Principal weekly to share best practices, celebrate successes, address challenges, and set weekly agendas.

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

APPLE CONNECTED GRANT

Last year we applied for and received the Apple/Obama ConnectED grant intended to bridge the digital divide. As a result of this grant, all of our students will have an IPAD, all teachers will have an IPAD and a MAC computer, our schools infrastructure will be improved to enable easy access to the internet, our teachers will have professional development to support the integration of technology in order to promote learning and citizenship. In addition to the hardware, infrastructure improvements and professional development, we will be provided with a plethora of software and apps to support teaching and learning. This is a three year grant.

Our area of focus continues to be providing rigorous instruction that meets the needs of our students and incorporated 21st Century Tools and Skills.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>RATINGS: Humanities – Well developed and articulated curriculum that incorporates CodeX . Math – CMP, Science – Curriculum is under revision as we work with Urban Advantage to incorporate literacy strategies into the work.</p> <p>STRENGTHS:</p> <p>Clearly articulated Curriculum Maps and Unit Plans in Humanities and Mathematics</p> <p>Weekly Content Area Meetings focus cyclically on Curriculum, Looking at Student Work, and Using Student Data to Inform Planning</p> <p>Interim Assessments provide data regarding student achievement. Re-teaching provides additional opportunities for students to achieve articulated objectives.</p> <p>SGL based on testing data provides additional support for students to engage productively in rigorous, high-level curriculum</p> <p>All departments have worked on developing higher order questioning and discussion protocols in their classes</p>		

AREAS FOR IMPROVEMENT:

There is a need for multiple entry points and/or scaffolds into the curricula for all students especially for SWDs and ELLs

Student discussion protocols need to be developed and implemented in order to further spark critical and analytical thinking skills

DATA SOURCES: PPR, QR, Environmental Survey, test data

PPR - "...you need to continue to ensure that pedagogical practices provide scaffolds to meet the needs of all learners and incorporate student discussion practices to reflect high levels of thinking. Hence, ensuring that the level of questioning in the classroom sparks critical and analytical thinking. This will also support an increase in student engagement."

QR - "Though curricula are accessible to all students, the academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades and subjects."

Environmental Survey - 20% of teachers reported that they "focus deeply on the concepts emphasized in the standards to help students build strong foundations fo learning" weekly.

Test Data - the percentage of students performing on L3/L4 in ELA declined (14.2% in 2014 to 9.7% in 2015) and the percentage of students performing on L3/L4 in Math also declined (11.3% in 2014 to 6.4% in 2015)

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, all INMS and CS teachers will implement 20 units of Word Generation in all grades. This initiative was piloted in the seventh grade during the 2014-2015 school year. As a result of this work, students will improve their persuasive writing skills by using academic language to support their stance. This will be evidenced in the weekly essays. (Word Generation is a research-based vocabulary program to teach middle school students academic vocabulary (e.g., words that students are likely to encounter in textbooks and on tests, but not in spoken language). It is designed to teach a focus set of target academic vocabulary words through language arts, math, science, and social studies classes school- or grade-wide. Teachers in different content areas display the target words in different contexts. The cross-content focus on a small number of words each week help students understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding. Because teachers participate across content areas, the introduction and implementation of the program requires groups of teachers who may not frequently have the opportunity to discuss instruction to work together and to hold each other accountable for supporting students' vocabulary and literacy development. Thus, it is a powerful use of effective grade level teams.)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Introduce the program to all teachers and staff.</p>	<p>Content area teachers</p>	<p>June 2015</p>	<p>Network Literacy Specialist, Humanities Coach, seventh grade teachers, principal</p>
<p>Grade Level Teams will determine which teachers will implement which components of the program.</p>	<p>Content area teachers, Grade Level Leaders</p>	<p>June 2015 and September 2015</p>	<p>Humanities Coach and Grade Level Leaders</p>
<p>The twenty units will be scheduled and posted on the schools' website.</p>	<p>All students including SWDs and ELLs, all teachers, families, partners</p>	<p>Summer 2015</p>	<p>Seventh Grade Team Leader, Humanities Coach, webmaster</p>
<p>Evaluation of this work will be conducted quarterly.</p>	<p>Teachers and CS partners</p>	<p>Mid-November 2015, February 2016, mid-May 2016, June 2016</p>	<p>Humanities Coach, Grade Level Leaders, CS Director, administrators</p>

Professional development will be provided for teachers during Grade Level Team meetings and feedback from Model Teachers in order to deepen teachers understanding of this initiative and to increase their repertoire of skills in order to engage students in writing persuasive essays.	Teachers and CS partners	September 2015 through June 2016	Grade Level Leaders, Model Teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers to identify units. Per session for WebMaster to post and advertise units.											
Teachers, CS teachers, Humanities Coach											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Ten units will have been implemented. There will be evidence of this work in (1) agendas, (2) lesson plans, (3) website, and (4) visible in the school, e.g., words will be posted in public spaces. Teachers will compare students' essays from September to those written in February using protocols to measure growth.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>STRENGTHS:</p> <p>We have several strong partnerships that work synergistically to meet students’ social and emotional developmental health. We also have a full-time Guidance Counselor, a full-time Social Worker, and a part-time SAPIS worker who will be full-time during the 2015-2016 school year. These counselors coordinate their efforts to meet the needs social-and emotional developmental health needs of our students. Finally, our partners work diligently to help us in this area.</p> <p>AREAS FOR IMPROVEMENT:</p> <p>As a school in an under-resourced community with a very high poverty rate, it is challenging to provide the level of support for our students’ social and emotional developmental health that is ideal. We work diligently to provide students with safe and productive environment during our regular school day and also during Expanded Learning Time.</p> <p>DATA SOURCES: QR, Environmental Survey</p> <p>QR - "At the beginning of the year, parents and students sign a contract which outlines expectations of the school, and students are expected to lead their own academic conferences during parent teacher conferences to reflect on their progress in school and highlight the work that represents their academic growth. Parents shared that the school</p>		

provides academic challenges and at the same time builds student character and supports student social emotional growth, with many supporting services and programs, such as Citizen Schools and City Year."

Environmental Survey

90% of students feel safe in their classes

81% of student enjoy doing things with each other during school activities

100% of teachers believe that adults at our school instill academic self-confidence in students

92% of teachers believe that adults in our school teach students how to advocate for themselves

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year all teachers and Expanded Learning Time (ELT) partners will implement a Positive Behavioral Intervention and Supports (PBIS) management system resulting in at least 60% of students responding "almost always" to the questions "to what extent do students follow the rules in class" .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All staff will be introduced to PBIS.</p>	<p>Teachers and partners</p>	<p>June 2015</p>	<p>OSE trainer and principal</p>
<p>All staff will be trained on DoJo an on-line behavior tracking system.</p>	<p>Teachers and partners</p>	<p>June 2015 and September 2015</p>	<p>Teacher trainer and Principal</p>
<p>Matrix of expectations based on Be Safe, Be Kind and Be Productive will be developed and adopted by school community. This set of expectations will be taught to students during CARE week in early September.</p>	<p>Teachers, staff, partners, families, students</p>	<p>June 2015 and September 2015</p>	<p>Grade Level Leaders, Teachers and Staff, Partners, Administrators</p>

Grade Level Teams will agree on points and reward systems.	Teachers, staff, partners, families, students	June 2015 and September 2015 then implementation on-going through June 2016.	Grade Level Leaders and administrators
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Partnership with Citizen Schools.											
Partnership with City Year											
Grade Level Leaders											
Do Jo											
Teachers, parent coordinator, other staff, administrators											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 70% of teachers will be using DoJo (an on-line behavior tracking system) daily to reward students acknowledge and record positive behavior.behavior											
There will be evidence of behavior expectations framed in a positive manner will be visible in all public spaces											
Student referrals for minor infractions (level one and two) will decrease by 35%											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>RATINGS – Although we have consistently worked towards this goal, we continue to struggle with student engagement, multiple entry points, and meeting the academic needs of our SWDs and ELLs.</p> <p>STRENGTHS – Teachers work together with other teachers to develop and refine lessons. All teachers are engaged in developing Critical Thinking Skills. Math teachers are implementing CMP Curriculum with modifications for SWDs and ELLs. SGI provides opportunities for students to bridge the gap between what they know and what they need to know.</p> <p>AREAS FOR IMPROVEMENT – We struggle to provide enough differentiation to meet students’ needs. Additionally, at times, students social and emotional developmental needs interfere with their ability to engage in rigorous curriculum, and we are striving to find a balance between where students are and where they need to be as articulated by CCLSs.</p> <p>DATA SOURCES: PPR, QR, test data</p> <p>PPR - "Teaching strategies/questioning continue to not provide multiple entry points or scaffolds into the curricula for all students especially for SWDs and ELLs. Additionally, there is a lack of urgency within the classroom to move the work. You need to ensure that pedagogical practices provide scaffolds to meet the needs of all learners and incorporate student discussion practices to reflect high levels of thinking. Hence, ensuring that the level of questioning in the classroom sparks critical and analytical thinking."</p> <p>QR - School leaders and faculty work collaboratively to integrate the Common Core Learning Standards- aligned CodeX curriculum into the teachers' written curriculum and provide all students access to the curriculum and academic tasks.</p>		

Though curricula are accessible to all students the academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades and subjects.

Test Data - the percentage of students performing on L3/L4 in ELA declined (14.2% in 2014 to 9.7% in 2015) and the percentage of students performing on L3/L4 in Math also declined (11.3% in 2014 to 6.4% in 2015)

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

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

By June 2016, selected teachers in ELA, SS, Humanities Math and Science will collaboratively analyze two curriculum units to integrate IPADS to provide all students access to curriculum and academic tasks as measured by an interim assessment written by teachers and aligned to CCLS..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Content Area Meeting will focus on curriculum development, the integration of technology and alignment with CCLSs at least once a month.</p>	<p>Math, Science and Humanities teachers</p>	<p>September 2015 – June 2016 at least one meeting each month will focus on Curriculum</p>	<p>APPLE Consultant, Humanities Coach, Model Teachers, Principal and Assistant Principals</p>
<p>APPLE trainer will work with teams of teachers 17 times to support integration of technology into teaching and learning.</p>	<p>Teachers</p>	<p>November 2015 to May 2016</p>	<p>APPLE trainer, Model Teachers, Administrators</p>
<p>All teachers will identify and use at least three content specific APPS to be integrated into teaching and learning.</p>	<p>Math, Science and Humanities teachers</p>	<p>September 2015 to June 2016</p>	<p>APPLE trainer, Model Teachers, administration</p>
<p>Model teacher will facilitate at least two Learning Walks</p>	<p>All teachers</p>	<p>January 2016 and June 2016</p>	<p>Model Teachers and administration</p>

with a focus on effective integration of technology to increase student engagement and academic achievement.			
During Spring PT Conferences, families will be engaged in a workshop that exposes them to APPS used by the school in order to support their understanding of rigorous instruction and the CCLSs so that families can support their children at home.	Families	May 2016	Parent Coordinator, Grade Level Leaders, and Tech Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
APPLE trainer, Model Teachers, subs for Learning Walk.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016 each content area teacher will have developed at least one lesson plan effectively integrating the use of IPADs.
By February of 2016 all content area teachers will have engaged in a process of reflecting on efficacy of plan through peer review during Content Area Meeting.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>STRENGTHS: Teachers want to work together and meet the needs of our students. All members of our school's community share the belief that education is very important, middle school is a critical time of development, and that all students, regardless of their race or class, are entitled to a high quality, public education.</p> <p>AREAS FOR IMPROVEMENT: Providing a consistent experience for students in all classes on a grade level in terms of expectations, systems, and procedures.</p> <p>DATA: Environmental Survey</p> <p>89% of parents strongly agree, agree or somewhat agree with the statement: "The principal at this school works to create a sense of community in the school."</p> <p>92% of staff strongly, agree, agree or somewhat agree with the statement: "The principal at this school communicates a clear vision for this school."</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

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

During the 2015 to 2016 school year, grade level teams will be further developed and empowered to ensure collaboration and consistency across the grade. By June of 2016, Grade Level Teams will adhere to norms 80% of the time, and will have met 90% of their goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Each grade level will have a “Grade Level Leader” who will facilitate Grade Level Meetings</p>	<p>Grade Level Teams</p>	<p>September 2015</p>	<p>Grade Level Leaders, Principal</p>

Grade Level Teams will have established norms to facilitation collaboration. They will have a set of goals and beliefs to guide their work.	Grade Level Teams	June 2015	All teachers, Grade Level Leaders, Principal
Grade Level Teams will meet weekly to discuss consistency across classrooms, curriculum alignment, assessment and achievement, and sharing of best practices.	Grade Level Teams	September 2015 to June 2016	All teachers, Grade Level Leaders, Principal
Grade Level Leaders will meet weekly with Principal to develop routines, set priorities, develop agendas, share best practices, and work together to resolve problems.	Grade Level Leaders	September 2015 to June 2016	Grade Level Leaders, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Grade Level Leaders, PD time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Each Grade Level Team Leader will have a binder that reflects the work to date, including, norms, goals, agendas, and artifacts of the work.
Observations will reflect consistency amongst Grade Level Teams.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>STRENGTHS – Our school has a warm and welcoming environment. Families know that they are welcome. We have an open door policy. We have strong community partnerships with who we work synergistically to meet the needs of our students and our families. Attendance at PT Conferences and "walk-in" meetings is good.</p> <p>AREAS FOR IMPROVEMENT – We need to provide more resources for families to understand how to support their children’s’ social, emotional, and academic needs. We need to help our families develop strategies to meet the needs of adolescents. We are striving to use data to promote dialogue between parents, students and school constituents through Progress Reports and Student Led Conferences. Attendance at PTA meetings and school workshops continues to be low.</p> <p>DATA SOURCES – Environmental Survey</p> <p>93% of parents strongly agree, agree or somewhat agree with the following statement: "School staff regularly communicate with parents/guardians about how staff can help students learn."</p> <p>88% of parents strongly agree, agree or somewhat agree with the following statement: "Teachers work closely with families to meet students' needs."</p> <p>93% of parents strongly agree, agree, or somewhat agree with the following statement: "teachers try to understand families' problems and concerns."</p>		

93% of parents strongly agree, agree, or somewhat agree with the following statement: "teachers and parent/guardians think of each other as partners in educating children."

96% of teachers strongly agree, agree, or somewhat agree with the following statement: "At this school there is an expectation that teachers communicate regularly with parents/guardians."

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of students will participate in at least TWO Student Led Conferences resulting in a 5% increase in parent who agree or strongly agree with the statement "teachers work closely with families to meet students' needs.".

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All content area teachers will work with students to identify and organize work that represents students' growth and areas for improvement</p>	<p>Students and their families.</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Grade Level Leaders, and administrators.</p>
<p>All content area teachers will have conferences with students to help students understand their strengths, growth and areas for more effort.</p>	<p>Students and their families.</p>	<p>September 2015 to June 2016</p>	<p>Grade Level Leaders and administrators.</p>
<p>Parent Coordinator will facilitate scheduling and advertising of SLCs including education for families</p>	<p>Students and their families.</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator and AP</p>

around the value of this structure.			
November and May PT Conferences will follow the SLC structure.	Students and their families.	January 2016 to June 2016	Parent Coordinator, all teachers, all partners, and administrators.
After each PT Conference, teachers will reflect in Grade Level Teams on efficacy of SLCs and revise accordingly.	Grade Level Teams	November 2015 and May 2016	Grade Level Teams and administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Grade Level Teams and Grade Level Team Leaders											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By November of 2015, Grade Level Teams will have refined their structure for conducting Student Led Conferences.											
By December of 2015, Grade Level Teams will have reflected on the efficacy of the first round of SLCs.											
By February of 2016, Grade Level Teams will have revised structure for next round of Student Led Conferences.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third	Supplementary units of study Interactive writing	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8 th grade optional afterschool Morning and lunch time tutoring
Mathematics	Lowest third	Remediation and benchmark skills	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8 th grade optional afterschool Morning and lunch time tutoring
Science	Lowest third	Differentiated units of study, integration of literacy into the curriculum and inquiry-based approach	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8 th grade optional afterschool Morning and lunch time tutoring
Social Studies	Lowest third	Supplementary units of study Interactive writing	Small group instruction One-to-one tutoring On-line	Sixth and seventh grade ELT All students SGI 8 th grade optional afterschool

				Morning and lunch time tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals Low attendance High infractions	CFES Leadership Group At-risk counseling by guidance counselor, social worker or SAPIS Mentorship City Year 50 Acts of Leadership Seventh grade advisory Citizen Schools RtI	Small group One-to-one	Before school, during school, lunch time, and afterschool.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Principal receives professional development from district.

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/information, early intervention services, etc.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During Content Area Meetings teachers are exposed to multiple assessment measures and their opinions are solicited regarding the selections.

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	255,919.00	x	all action plans
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,718,431.00	x	all action plans

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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) Isaac Newton Middle School for Math and Science (04M82) - INMS

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Isaac Newton Middle School for Math and Science (INMS)**, 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. **INMS** 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) INMS

INMS , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

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

Part A: School Information	
Name of School: <u>Isaac Newton Middel School</u>	DBN: <u>04M825</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Isaac Newton Middle School will offer an after-school program to all ELLs and ESLSWD's, including former ELL's in the 6th, 7th and 8th grades in order to further enhance their acquisition of academic English. Three licensed teachers, one ESL and one Bilingual and one Humanities teacher who will co-teach one hour per week with the ESL teachers who will provide all instruction to grades 6,7 and 8. The program will be offered twice a week, on Wednesdays and Thursdays from 2:40 - 4:40. It will run from October June.

- Students who participate in the after-school program will be engaged in researching and writing stories for the school blog, The Fig Newtons. They will choose subjects of interest and research and write weekly columns as contributors on the following subjects: Current events such as immigrations, sports and innovation in science. Additionally, they will write book, music and movie reviews. Students will work in teams to research, write and peer edit their work. They will be responsible to find/use photography and graphics to accompany their articles. Students will learn about the publishing process from conception to posting finished articles in the digital age. The program will focus on building students' literacy skills to prepare them for high school and beyond, by focusing on acquiring academic language through non-fiction reading and writing to prepare them to use digital technology.

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

Part C: Professional Development

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

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

Begin description here: INMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs. During the 2014-15 school year, the ESL teacher hosts 3 "Lunch and Learns" at INMS to assist teachers in the general education classroom, providing Best Teaching Practices for ELLs at INMS. Additionally, the ESL teacher leads 5 Professional Development sessions with a team of 3 Humanities teachers to push Common Core alignment and Best Practices in teaching writing to ELLs, using strategies such as graphic organizers, note taking, vocabulary building, discussion and critical thinking strategies to develop writing for ELLs to meet and exceed standards.

- Moreover, the Humanities Department and ESL teacher are working with a professional development team from LitLife to further the work with Common Core Alignment and developing the Socratic Method in classroom protocols to push academic language and student-led classroom discussions. There will be 10 PD days dedicated to building Common Core Aligned curriculum in the general education classroom

Part C: Professional Development

and ESL classroom. The dates will be determined over the next two weeks.

- The ESL teacher is also taking part in a program with building Literacy through Science through our Urban Advantage Partnership at the American Museum of Natural History to develop literacy skills for ELLs at INMS in the science classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: At Isaac Newton Middle School, we are committed to creating and maintaining positive relationships with students' families as they are an integral part of students' academic success. In addition to mandated activities, such as parent orientations, that are held in September and whenever new ELLs are admitted throughout the year by the ESL teacher Ms. LoCicero. Parents of ELLs are invited to take part in two workshops dedicated to helping parents understand how to be more involved in their children's academic success.

- Two workshops will be held by the Parent Coordinator and the ESL teacher, in November for families of students whose children scored at Level 1 and 2 on the ELA and Math tests. The parents of ELLs are invited to attend these workshops to learn about the importance of academic intervention, and how it can help push their children to academic success. The workshops are held in English and Spanish. Parents are notified about the workshop by letter and by follow-up telephone calls.

The workshops are scheduled for two days in January. We are also hosting a dinner for families of ELLs in December as a way of engaging the community and building our partnership with families.

- The parent coordinator offers weekly technology classes to families in English and Spanish on Wednesdays at 10 am. These classes cover basic computer literacy skills to help them track their children's academic progress using Teacher Ease and ARIS. ESL workshops are also offered to families every Thursday at 10 am.

- The Principal will meet with all families of students who are Promotion in Doubt in December, and encouraging them to have their children attend afterschool tutoring programs that will provide necessary academic intervention prior to the state exams.

- The Citizen School afterschool program for sixth grade will hold a potluck dinner in December, to which all ELL families are invited. Letters and flyers translated into Spanish, Arabic, French and Chinese will be sent home to families of all sixth grade students.

- The culture at INMS encourages bilingual and Spanish-speaking families to feel comfortable and engaged in the community. The President of the Parent Teacher's Association is also on the SLT Committee, she is fluent in English and Spanish. She is present at all school functions and helps ELL families feel integrated in the community. The PTA leader is also bilingual and sits on the SLT.

- INMS hosts a Family Literacy Night every year, where families are invited to come and celebrate reading, books, poetry and performance. The school takes the opportunity to give families pamphlets in English and Spanish language picture books and read-alouds in English and Spanish. Each year, attendance has

Part D: Parental Engagement Activities

increased and the night has been a successful draw for all families.

-
Additionally, the ESL teacher, along with the guidance counselor, are developing a Family Night for ELL families and students in the 7th and 8th grade to inform them about the ways to ensure their children are high-school ready and beyond. This will be held in Spring.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$9,249.12</u> <u>\$1,950.88</u>	<u>2x ESL teachers x 4 x 42.82 x 27 =</u> <u>1 Humanities teacher 45.5 hours</u> <u>during the 27 week program</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200.00</u>	<u>11,200.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 825
School Name Isaac Newton Middle School		

B. Language Allocation Policy Team Composition

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

Principal Lisa Nelson	Assistant Principal Nadine Kellogg
Coach Patrice LoCicero	Coach type here
ENL (English as a New Language)/Bilingual Teacher Patrice LoCicero	School Counselor Dennis Ortiz
Teacher/Subject Area Linda Fisher/Social Studies	Parent Eduardo Garcia
Teacher/Subject Area	Parent Coordinator Cheryl Forysth
Related-Service Provider Arlene Perez	Borough Field Support Center Staff Member type here
Superintendent Alexandra Estrella	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	234	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6			6		2	8		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							7	5	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							0	1						0
Emerging (Low Intermediate)							0	1	0					0
Transitioning (High Intermediate)							0	0	1					0
Expanding (Advanced)							7	6	4					0
Commanding (Proficient)								0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							2	5	6					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	4		1		1				0
7	2		3		0				0
8	1		2		1				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			7		4		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Currently, there are seven ELLs in grade 6, all of whom are scoring at the Expanding level on the NYSESLAT. Of the 7 students, one in a Newcomer. There are three ENL students with IEPs and they are in the ICT class and served ENL in Core Content classes. In grade 7, there are eight ELLs, one Entereing, one Emerging, and and six Expanding. There are three newcomers, and two students have IEPs in the ICT class who are scoring at the Expanding level. Grade 8 has five ELLs, 4 of whom are performing at the Expanding level, and one is at Transitional level. The Newcomer is scoring at the Expanding level.

TC Levels show growth across grades and demonstrate that ENL students continue to increase their reading levels, comprehension and stamina. INMS has designated Independent Reading periods four times per week, for each class where students conference with one of two teachers in a room, receive targeted mini-lessons and reflect on their reading goals Currently, the newcomers are reading on level texts provided for them by the ENL teachers.

We also use teacher-created assessments with two units per year, that test students at their level before a unit and after a unit, using the 90-90-90 model. The general pattern for ELLs schoolwide is steady progress on both TC Assessment, ELA, Math and 90/90/90 assessments.

Additionally, ELLs who struggle to to speak English and/or read are assessed using the Wilson Assessment to determine a complete picture of the students' phonological awareness and decoding skills. All ELL students receive five periods of Independent Reading

where they choose books based on their reading level. English and Social Studies teachers and the ENL teacher conference with students during this time to push literacy skills.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

On the NYSESLAT, of 17 out of 20 are performing at the Expanding level. One 8th grade student is performing at Transitioning level, and two 7th grade students are performing at Entering and Emerging level. One Expanding student has been in the United States for 2 years, and came from Mexico and received a raw score of 1 on the NYSITELL in 2013, tested as Expanding increase on the 2015 NYSESLAT, in just two school years. Additionally, one student in grade 8 who tested Transitioning, is a long-term ELL, who tested Level 3 on the Math test. He struggles to read on grade level, and is receiving one-on-one reading coaching during Independent Reading two times per week. There is one newly admitted 7th grade student who tested Entering on the NYSITELL, and three newly admitted students who tested Expanding level on the NYSITELL. All four students speak Spanish and three of the four tested 60 to 70th percentile on the Spanish Lab. One seventh grade student tested 88% on the Spanish Lab. Three of the four students tested on the Expanding level on the NYSITELL. One newly admitted student tested Entering in English on the NYSITELL, and 66 percentile on the Spanish Lab, and her literacy in Spanish allows her to read content area material in Spanish to build language for classroom success.

Generally, students who have been attending school in New York City for more than two year are testing at the Expanding level, and show greater proficiency with Speaking and Reading modalities. They require more instruction to help them test proficient on Listening and Writing modalities. The ENL program at INMS focuses on direct reading and writing and vocabulary instruction to help improve academic skills. Additionally, approximately 22% of ELLs test proficient each year and over a three year period, 30% of ELLs test out of ENL.

In 2014, 22.86% attained proficiency in English, and 60% made progress in English Language Acquisition. In 2015, two newcomers tested proficient after just one year of instruction. One newcomer tested Expanding on Spring NYSESLAT after testing Intermediate on the Fall NYSITELL.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our school looks at the AMAQ the data reveals that our students are meeting AMAQ in terms of ELLs in general education and new arrivals moving from Entering lever to Transitioning within one academic year. We are above our targets in students who achieve proficiency, every year with AMAQ 2. However, where we are not meeting our target is AMAQ 1, and missed that target by -6.4%. Reviewing the list of students in the report indicates that the students who are not showing adequate improvement are ELLs with SWDs. As a result, INMS Special Education teachers and the ELL teacher are conferring about academic support and instruction to help these students achieve academic success. In Fall 2015, academic support programs such as Wilson, MyOn Literacy, Word Generation have been implemented to ensure that all students make adequate academic gains. Additionally, each student is programmed with a daily SGI, or small group instruction period to allow students to receive specific remediation that will push academic achievement.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Most ELLs at INMS take their tests in English. However, new arrivals who speak Spanish are given class tests translated into Spanish, while those who speak other languages, such as Japanese and Arabic, are allowed to use translating devices to help them take tests. Our new arrivals have shown consistent growth and academic success. They have passed all classes and have fared very well on their English language tests this year, as well as tests taken in native language. In school year 2014/15, two new arrivals who spoke Spanish tested proficient on the 2015 NYSESLAT after testing as a Beginner on the NYSITELL, and one student who arrived from Japan tested Intermediate and tested on the Expanding level on the NYSESLAT in 2015. In 2015, the ELL periodic assessment was not administered because all teachers were administering cycles of assessment every six weeks based on instruction, as the 90/90/90 model adopted district-wide. ELL data is scrutinized for support, and ELLs are doing well in class and on unit assessments due to the scaffolded instruction they receive that is common core aligned in all subjects. The school has noted that ELL students show great effort in mastering assignments and using scaffolded language to pass unit assessments and end projects.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

INMS has multiple ways in which intervention is provided for students. All classrooms have City Year faculty available who assist students in important skills and small group instruction. City Year provides small group instruction based on assessments and provides

targeted intervention in both ELA and math. Long-term ELLs are identified to teachers and their NYSESLAT scores and ELA/Math scores are made available to assist teachers in targeting their needs based on performance levels.

Independent Reading is programmed school-wide, 1st period, where there are two teachers in each classroom. Students are in small groups and reading leveled books. Teachers conference with students and present targeted mini-lessons to push reading competency and comprehension. ELLs are given additional support at this time by having a second teacher in the room who can read and conference with them and assist in comprehension of texts. New arrivals are given texts by the ENL teacher on their independent reading level in English, and are also given home language texts to read that are on their level in the home language.

Additionally, there is one period per day for each class to have skills/targeted intervention that is data-driven. Two teachers are assigned to each class to ensure small group instruction. Additionally, there is an ELA skills curriculum, and a math program, ST Math that is used during this time. These groups are formed based on data to determine skill set and performance levels, and are taught in cycles of 6-weeks.

All 6th and 7th grade students attend mandatory afterschool where they receive Expanded Learning Time. This is instruction in math and ELA that builds skills and competency and is Common Core Aligned.

Word Gen vocabulary program is taught across grade level five times per week to develop academic language and writing on demand competency.

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

INMS believes that all students, including all ELL should have every opportunity to learn and succeed in school. We understand that students progress in their language development at different rates, and must be given opportunity to practice speaking, questioning, writing and discussion to incorporate concepts and academic language daily. To this end, teachers use scaffolds such as four square, guided note-taking, visual presentations and concept maps. Also, INMS recognizes that students bring linguistic and cultural experiences from their home and community environments, and we respect that the school must allow for opportunities for students to share this background knowledge.

Teachers are provided with a list of all English Language Learners and their NYSITELL/NYSESLAT level, including Proficient ELLs. They are also provided with the students' home language and proficiency in that language if it is Spanish. Additionally, teachers are provided with students' TC levels, to further understand their literacy in English. Teachers are asked to differentiate for Entering and Emerging ELLs with differentiated assignments, wait time and visual/pictorial cues. If students are Entering or Emerging, they are given wait-time, differentiated materials and tasks and paired with a partner who speaks the home language when possible.

To facilitate language learning, all teachers have word walls that teach content area vocabulary and maintain key content concepts and vocabulary. Moreover, teachers use multiple entry points, videos and content area dictionaries to teach important concepts and vocabulary. We also use process charts, partner talk and discussion protocols to enhance opportunities for language engagement and learning. Each lesson has a language objective along with content objective to ensure that language is taught within a meaningful context. Students are given opportunity to work in pairs, small groups and whole class, in order to facilitate rigorous leaning opportunities. Student level of language development is accounted for by allowing students various ways to access information and respond, i.e., oral, written, pictorial, graphic, textual or gestural. ELLs are given extra time to complete assignments, wait time for verbal response in class, and assignments are differentiated for ELLs so they are able to complete assignments.

Additionally, this year we are the recipient of an Apple Connected Grant and will receive an iPad for every student, teacher and each classroom will be supplied with Apple TV, Apple computers and laptops. This will ensure that every student can read in English and have access to materials in their home language in all subjects. Students will be able to write in their native language and use Google Translate to help them achieve fluency in English throughout the school day. We ensure that new arrivals have access to native language books, are able to write responses in native language and use google translate in the classroom to translate assignments and unit vocabulary for ELLs. We also have PBIS Science Books in Spanish so that students who are new arrivals and whose language is Spanish, can follow the curriculum in science classes. With students whose native language is other than Spanish, we use google translate as much as possible to help students stay up with assignments. We also have bilingual dictionaries and glossaries to teach important concepts and vocabulary. Science literacy is a focus in the Science department to help students build important English language skills. Additionally, we have City Year faculty in each classroom, many of whom are bilingual and can help students follow instruction.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

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

Our school looks at th AMAO the data reveals that our students are meeting AMAO in terms of ELLs in general education and new arrivals moving from Entering level to Transitioning within one academic year. We are above our targets in students who achieve proficiency, every year with AMAO 2. However, where we are not meeting our target is AMAO 1, and missed that target by -6.4%. Also, we look at the number of students move from Entering level to Transitioning or Expanding level and that number is usually high. We consistently do well in that category on the AMAO subgroup for ELLs. Additionally, Expanding ELLs test Proficient within three years, more than 22% of the time. Data shows that ELLs who are also SWD's need additional support and are not passing the NYSESLAT with the same frequency as ELLs who are not SWD.

Many of the ELL students are on the Honor Roll and are awarded for Citizenship. ELLs also have a high rate for graduation rate in three years. Only three ELLs have been held over in the past four years. Additionally, there is a very low percentage of ELLs attending summer school.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

For new students who register at INMS and/or are new to the system, the family of the student is given the Home Language Identification Survey (HLIS) form by the licensed ENL teacher or the Assistant Principal during their first visit to register. An informal interview (in the family's native language) is conducted upon arrival at the school. This is done when the student arrives to register and the ATS secretary can alert the ENL teacher of Assistant Principal that a new student is enrolling. This process is occurs with students who have been out of the public school system for two years, as well. Many of the staff at INMS are bilingual (English/Spanish) such as the ENL teacher, one Math teacher, the guidance counselor, one Special Education teacher and one para-professional. One Administrator speaks Spanish, French, Portuguese and the ENL teacher speaks Italian. Also, high school personnel who speak Chinese are available. Therefore, depending on the family's native language, there are staff members to accommodate translation, or translation services are utilized to facilitate this crucial oral interview. If the parent speaks a language that is not spoken by staff members, we will contact the over-the-phone interpretation services available through the DOE Translation and Interpretation Unit.

After administering and collecting the HLIS, it is filed in the student's cumulative file, and a copy is filed in the ELL Binder with the ENL teacher. If it is determined that the student speaks a language other than English at home, and is eligible for the NYSISTELL, by speaking with the student in English and/or the home language. The ENL teacher then reviews school work, grades and if no work is available, the school will administer a school-based reading and writing assignment that is culturally sensitive and informal. Once the ENL teacher and/or the Assistant Principal determines the student is eligible to take the NYSISTELL, the ENL teacher administers the exam and scores the test to determine if the student is eligible for ENL instruction. The exams are scored upon completion. If the student scores below proficient on the NYSISTELL, and Spanish is the home language, the student is given the Spanish LAB in order to determine language proficiency in Spanish. The student is placed in the ENL program within ten days of admittance. Additionally, parents are notified by letter in the home language if their child is eligible for ENL services.

We are aware that parents can appeal within 45 days. Additionally, letters of entitlement of ENL status are sent within 5 days of receiving ELL status, in the home language, and parents are notified that they have the right to appeal the ELL status within 45 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At INMS, we are a small school with multiple learning specialists in each grade who works with the ENL teacher as a team. As a result, students who are newly admitted, are in a nurturing environment that allows teachers to observe student work and levels, student readiness for learning. We also have a questionnaire that the ENL teacher administers to students in order to determine if the

student is SIFE. Once that is determined, the student will be entered into ATS as SIFE and will be assessed for additional support in school. The questionnaire is informal and the LENS questionnaire is available for students who speak Arabic, Bengali, Chinese, Haitian Creole or Spanish. SIFE status must be indicated in no later than 30 days after initial enrollment, but may be modified up to one year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team consists of Nadine Kellogg, Assistant Principal, Arlene Perez, a special education teacher, Patrice LoCicero, the ENL teacher, Linda Fisher a general education teacher, and Dr Verneda Johnson, a science teacher and coach. and a bilingual parent, Eduardo Garcia.

Once a newly enrolled student is identified by the HLIS as being eligible for the NYSITELL, students are given the test to determine their eligibility for ENL. Additionally, students who have not attended NYS public schools for 2 or more years should be administered the NYSITELL. In the case that a student enters the school with an IEP, the team will review student work and interview the student and parent to determine if language acquisition needs exist and the student might be eligible for ENL services. If the team thinks the student may require ENL, the recommendation will be sent to the principal. If the principal determines the student should be given the NYSITELL, the student will be tested immediately. If the principal accepts the recommendation to not test a student, the recommendation is sent to the superintendent for a final decision. Additionally, the parent of guardian must be notified 3 school days of the decision in the parent/guardian/s preferred language.

The superintendent makes the final decision. The superintendent has 10 days to accept or reject the LPT's recommendation. If it is determined that the student must take the NYSITELL, the school has 5 additional days to administer the test and notify the parent/guardian. The form, Language Proficiency Team NYSITELL Determination Form must be completed and placed in the students' cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once students are determined to be NYSITELL eligible, they are tested immediately by the ENL teacher and the tests are scanned. Parents are then notified by letter in the home language within 5 days. The ENL teacher generates the letter, and gives a copy to the ATS secretary who ensures the letters are in the students' cumulative folder. The ATS secretary also ensures that letter are mailed to the home to inform the parent/guardian of their child's status within five days.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

When notification letters are sent out, parents are informed that they can appeal ELL status within 45 days of enrollment and the letter is sent in the home language. If a student is 18 years of older, the student will receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When newly enrolled parents bring their children to INMS, the ENL teacher, Ms. LoCicero shows parents the online video, "Orientation for Parents of Newly Enrolled English Language Learners" in their language, to ensure that they are aware of the choices available to them in the New York City Public School System. She logs the date of the meeting and is available to answer questions they may have about the Free-Standing ENL program at INMS. She then gives them Parent Surveys and Program Selection forms in their language and reviews them with parents. They fill out the forms and they are returned to the main office at that time to be filed in the student's cumulative record and an ELL binder that is kept in a central location. At this time, Ms. LoCicero reviews curriculum at INMS, explains how it is common core aligned, program goals and goals for English Language Learners. If the parent does not speak a language that INMS can provide translation for, the over-the-telephone translation service will be used.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When new families enroll their child at INMS, they are given Parent Surveys and Program Selection forms to review and fill out after they are shown the New York City Department of Education online video for Parents of Newly Enrolled English Language Learners by the ENL teacher. The Parent Survey and Program Selection forms are given to parents after they watch the video. The forms are completed at this time. If they select ENL, the forms are filed in the main office for a central location, and the ENL teacher also keeps a copy in the ESL Binder. If parents select dual language or bilingual programs, they are referred to programs nearby, such as Esperanza Preparatory School if they are Spanish-speaking.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We generally have the Parent Survey and Program Selection forms of new admits. When Parent Survey and Program Selection for new admissions are not on file, we contact the family and send forms to the home and follow up with a telephone call. The parent coordinator, Ms. Forsyth and Ms. LoCicero, the ENL teacher, work together to ensure that parents are given the information required. We review parents' choice and keep a record for parents who choose TBE/DL. Parents are INMS are choice parents from elementary school, and therefore, the majority of students here chose a school that is not bilingual or dual language. We review cumulative records and look to see if parents in elementary school have chosen TBE/DL, and will keep a record if there are families who are interested in such programs, and will keep them informed if any changes in programming will occur.

9. Describe how your school ensures that placement parent notification letters are distributed.
Once students are identified as entitled to ENL, we send letters home informing parents of their child's status, whether it is entitled, continued service or students are proficient and will receive ENL as proficient students for two years within five days. The letters are sent in the home language and are filed in the students' cumulative file. They are also filed in an ELL Binder that is kept in a central location.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is maintained in an ELL binder that Ms. LoCicero maintains with Ms. Ramirez, the Payroll secretary who maintains documentation in cumulative records.
11. 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.
In the spring, The ENL teacher prints out the new RLER and RLAT to ensure that all students who are identified to take the NYSESLAT are scheduled for the test. A schedule is created for each part of the four part exam. She then informs the Humanities, Art and Science teachers and tests the students. She trains the team who will administer the Speaking session with her. She then trains the team who will grade the writing portion of the test. That includes the Special Education teachers. Each teacher is assigned a section and a grade. Each person does not grade more than 30% of the tests. The training is turnkeyed from materials provided by the DOE training session which the ENL teacher attends. The grading teams consists of four ICT teachers, and they double-blind read each score to ensure consistency. If a student is absent from a section of the exam, a make-up is scheduled. The ENL teacher keeps track of all 4 parts of the exam to ensure 100% completion rate.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In September, the ENL teacher reviews the NYSESLAT scores and a current RLAT, and sends the entitlement letters to students who are eligible for ENL services. Families of students who test proficient are notified that their child has tested proficient, and are entitled to continued services. Those letters are mailed out within the first two weeks of school.
13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
In Fall of 2015, three new families enrolled their children in INMS and have chosen a Free-Standing ESL program for their child. All three families are Spanish-speaking and of those students, three families spoke some English and Spanish. After showing them the DOE video in Spanish, they were asked if they would prefer bilingual programs for their child. They requested a Free-Standing ESL program at INMS, because they liked the school and the ENL program. Many ELL families recommend the school to relatives when they come to the NYC. If a family were to express interest in a bilingual or dual language program, we would make a note of it, and the family would be referred to another school that has a Spanish language bilingual or dual language program in place. We would also refer the students to Esperanza Preparatory School, where there is a dual language program in place.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

At INMS, we believe that all ELLs can achieve success and are expected to work at the same level as other students in the school. In the content-area classes, ELLs are paired with former-ELLs and proficient speakers of English who speak the native language whenever possible. Teachers differentiate lessons and provide multiple entry points for ELLs and all students, using assessments, targeted groups that allow students to access instruction and allow us to have additional people in the classroom to assist teachers during instructional time. City Year has brought INMS the resources of one additional person per class being assigned to assist in educational support. This person follows each class throughout the day to each core subject and becomes knowledgeable with each student's educational needs. City Year Corps members provide support for teachers during direct instruction time in the form of one-on-one assistance or small group targeted instruction. Almost each class has this resource. City Year also supports student achievement in after-school small group instruction. City Year members meet weekly with their homeroom teacher to ensure coordination of instructional goals and lessons. All ELLs are grouped in blocks per grade. The groups are heterogeneous in terms of proficiency levels and native languages. Our ELLs are generally Spanish speaking, although there are several students who speak Arabic, African language and/or French, Chinese and Japanese. As mandated in the CR Part 154, all ELLs who are Entering receive 1 unit of Stand Alone ENL in small group or 180 minutes, and 1 unit of Integrated ENL in the Social Studies class and Science class, or 180 minutes, for a total of 360 minutes. Students who are Emerging receive 2 units per week or 360 minutes with 90 minutes of Stand Alone ENL and 180 minutes of Integrated ENL. There is flexibility to pull out for Stand Alone ENL, depending on the needs of the students during units of .5 units per week. Transitioning students receive 1 unit per week, or 180 minutes of Integrated ENL, however, there is flexibility for Stand Alone ENL during the units that require additional support for students. Expanding students receive 1 unit of ENL during Social Studies and Science when the ESL teacher co-teaches in the content area class to support language acquisition.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs are serviced by a full-time ENL teacher who pushes into content area classes to co-teach with Social Studies and Science teachers. Additionally, Emerging students are provided with Stand Alone ENL by the full-time licensed ENL teacher, as per CR Part 154 mandated minutes. Each grade is scheduled to have Social Studies and/or Science at different periods, so the ENL teacher can co-teach and deliver integrated ENL to each class with ELLs programmed. Entering students receive 1 unit Stand-Alone ENL and 1 unit of Integrated ENL per week. Emerging students receive 1 unit of Stand-Alone ENL and 1 unit of Integrated ENL per week, Transitioning students received .5 units of Integrated ENL and .5 units of Stand-Alone ENL. Expanding students received 1 unit of Integrated ENL in Humanities each week. Commanding students receive .5 unit of study per week in Integrated ENL in content area classes.
3. Describe how core content is delivered in each program model. 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.

All core subjects are taught using instructional approaches that include differentiation for ELLs and ELLs with SWD. All core subjects use graphic organizers, word walls with content area vocabulary, smart boards and visuals for multiple entry points. All subjects are common core aligned, as the Humanities Department uses Scholastic's Code X for ELA instruction and Common Core aligned trade books and articles for Social Studies, along with content rich videos and pictures for visual cues and to build background knowledge. The Math department used Connected Math Program, CMP which is the NYC CCSS program. Additionally, the Science department used Project Based Inquiry Science curriculum, a program that emphasizes a hands-on approach to learning science, one that is therefore authentic and based on students' observations to produce scientific explanation. All subjects develop language and vocabulary using content and unit-based instruction. City Year Corps members support each content area teacher by following their homeroom throughout the day and providing additional resources to each class cohort. Additionally, the Social Studies classroom teachers and the ENL teacher use strategies such as reciprocal teaching activities, jigsaw reading and writing projects, graphic organizers, close reading with a lens to understand complex texts and questioning with higher level writing tasks. The Humanities department and the ENL teacher collaborate with content area teachers during common planning time and discuss individual student progress. Moreover, the ENL teacher works with content area teachers to support scaffolding for ELLs in the core

classroom, provide academic vocabulary development, concept building, wait times for Entering and Emerging ELLs and differentiated tasks.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are given tests and assessment in their home language throughout the year and graded by teachers who speak, read and write Spanish. In the case of students who speak other languages, we give students the opportunity to read and write in their native languages and in English, however, we cannot assess them in their native language. We can assess that they are making progress in English and maintaining their native language through classroom observation and conferencing.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: Students are tested on their reading and writing abilities through class assignments, reading conferencing, TC assessments, end of unit projects, and formative and summative assessments. Additionally, in the ELA and Social Studies classrooms, we use protocols for student-led discussions, taking-notes from videos and using information to produce written responses. Humanities classes require presentation of projects and participation in student-led discussion protocols which are evaluated using Presentation and Participation rubrics.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently there are no SIFE students, however, in the past, SIFE students have benefited from additional resources of having 360 minutes of ESL per week, as well as the additional support of a City Year team member in the classroom. SIFE students also benefit from being in an ICT classroom, where there is a Special Education teacher co-teaching with model. INMS also has mandatory Extended Learning Time for grades 6 and 7. All students are required to be at school from 8:25 to 5:30 pm four days per week. Students receive academic intervention, assisted homework and opportunities for students to develop connections to the community and beyond through the programming of "Apprenticeships." During this learning time, students are paired in small groups with outside community members who teach them with hands-on learning approach about careers path. One such partnership is with Google, robotics, advertising, film, and many more. Students in grade 8 receive SGI in Language Arts or Math, depending upon their needs, for 45 minutes per day, 5 times per week.

6.Entering/Newcomer students receive 1 units or 180 minutes of Stand Alone ENL per week and 1 unit of integrated ENL with an ESL teacher in content-area classes, or 180 minutes of co-teaching model. Materials used with newcomers include Common Core aligned ENL units provided by the DOE. They also are exposed to IR level reading books, short clips and films on the Smart Board that accompany content area books, such as science, social studies and BrainPop ESL. These units include academic and social vocabulary and grammar activities. Entering students also have access to books on tape and leveled non-fiction articles to prepare them for future ELA exam. Additionally, Entering students who struggle to learn phonetics of English receive some Wilson instruction to assist their progress in pronunciation, reading and writing in English. Entering ELLs at INMS also benefit from student teachers from Teachers College and observing graduate students from NYU, who assist students in small groups and work with them under the supervision of the ENL teacher for further exposure to English and allow them to access common core classroom instruction.

6.c. Developing ELLs received mandate ENL services within the Integrated ENL model.

The majority of ELLs within this range struggle to read and write at proficient levels that allow them to succeed on the Common

Core ELA test. As a result, curriculum at ISMS is now aligned to the CCSS standards and ELLs in this category are working on Code X material and differentiated lessons in the Humanities classroom that will allow for them to achieve proficiency on the ELA

and NYSESLAT tests. Additionally, Tier II and Tier III vocabulary are emphasized, along with content area vocabulary in Science

and Social Studies to push academic achievement. We continue to do work with ELLs during independent reading blocks to push our students' reading comprehension skills. All students receive additional instruction during SGI, or Small Group Instruction which takes place in each grade and allows students to be in groups of 10 or less to receive academic intervention as needed based on classwork and assessments. INMS is also using Work Gen in each grade to develop vocabulary and on-demand writing skills.

6.d. Long-term ELLs are fluent speakers of English, the 99% of whom test at Expanding level. Therefore, these students require

instruction that develops academic vocabulary and enhances writing skills. We use scaffolded activities to help long-term ELLs acquire the skills and behaviors needed to advance to the next level of proficiency. As a result, we use Scholastic's Code X, novel studies, and social studies as taught through non-fiction reading of articles and texts, such as *The History of Us* and *History Alive*

with graphic organizers for note-taking to help them become proficient readers and writers of English. We use multiple entry points in our lessons to provide opportunities for students to understand and succeed during instruction. To assist them with the writing process, we use structured writing practice, whereby we teach TIED paragraphs, the essay structure, sentence starters, transition words and graphic organizers along with modeled lessons based on mini-lessons using exemplary models of writing.

6.e. Former ELLs who have reached proficiency on the NYSESLAT are programmed with two periods of ESL/ENL per week of Integrated ENL in order for two years to support their writing skills and higher-level vocabulary and comprehension skills. Furthermore, these students are encouraged to make appointments with the ENL teacher for help completing extensive projects, such as the Science Fair/exit projects. Moreover, they are encouraged to participate in the Title III program where students write articles and generate a student created newspaper/and or blog. They are also given extended time on all exams and access to bilingual glossaries for two additional years as mandated by New York State.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Paste On receipt of a written request from a family regarding re-identification of ELL Process, that school will initiate a full review of ELL status and complete it within 10 calendar days of receipt of the written notice. However, if the CSE must be consulted, this will allow up to 20 calendar days. The school will review all documents related to initial or reentry identification process. The school will review student work in English and in the home language. If NYSISTELL was never administered, it will be given to student. We will consult with parent/guardian. We will review the student's abilities to speak, read, write and listen in English by the ENL teacher. If the student has a disability or is suspected of such, we will consult with the CSE, to see what impact the disability may have on ability to read, write, speak and listen to/in English. Based on the recommendation of qualified personnel, the principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian of the student. If the student is 18 or older, the notification will go to the student. If the recommendation is to change the ELL status, no further action is necessary. If the recommendation is to change the ELL status, the relevant documents will be sent to the superintendent for final review. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, if 18 years or older, the relevant documents are sent to the superintendent for final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian or student, if 18 years or older, in preferred language within 10 days of receipt of documentation from the principal. If the decision is to not change ELL status, no further action is needed. If the decision is to change ELL status, the student's program must be modified accordingly.

Students are programmed into a class with ELLs, former-ELLs and that class has a co-teacher who is a certified ENL teacher. All students are instructed with methods that include differentiation, multiple entry points, graphic organizers, visual aids, process charts, exemplary models, and academic vocabulary in content area, and common core aligned units. City Year is an integral part of our instructional team, and we have extended learning time for grade 6 & 7. Each grade has SGI once a day, to allow students time for academic intervention to meet the needs of all students. We also have become an Apple Connect Ed school, and each child will have an iPad next year, which will allow all language learners and advantage to be able to use smart technology in the classroom. Our students receive a quality education and therefore, they will not be adversely affected by re-identification process that has been established.

8. 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?

ELLs with SWD's receive services as per their IEP and are programmed in the ICT classroom to enable students to receive instruction that is grade level and scaffolded to prepare students for the Common Core Math and ELA exams. The majority of these students are struggling readers and require programming such as Wilson, Rewards Reading and writing program to help them achieve academic growth and success. The ICT team uses videos, leveled texts, read alouds, the Smart Board and graphic organizers, and visual aids to accelerate learning in academic content areas and English language development. Additionally, our two periods of intervention, with skills and Independent Reading, help students to accelerate English language development. This year we envision using the iPads for all students and the MYOn Online Literacy program to greatly benefit the academic success of ELLs with SWDs.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs-SWDs achieve their IEP goals and attain English proficiency with the least restrictive environment because INMS has programmed ICT classes to include ELLs-SWDs to meet their instructional needs and provide the least restrictive environment . The ENL program uses integrated co-teaching model, and therefore, students benefit from three licensed teachers in a classroom. Our instructional foci includes: Accountable Talk, Questioning and Student-Led Discussion protocols to promote student engagement and learning. Additionally, Small Group Instruction is another opportunity for students to receive academic instruction that is targeted and meets their acadmic and social needs. Students receive SGI, five times per week for 45 minutes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

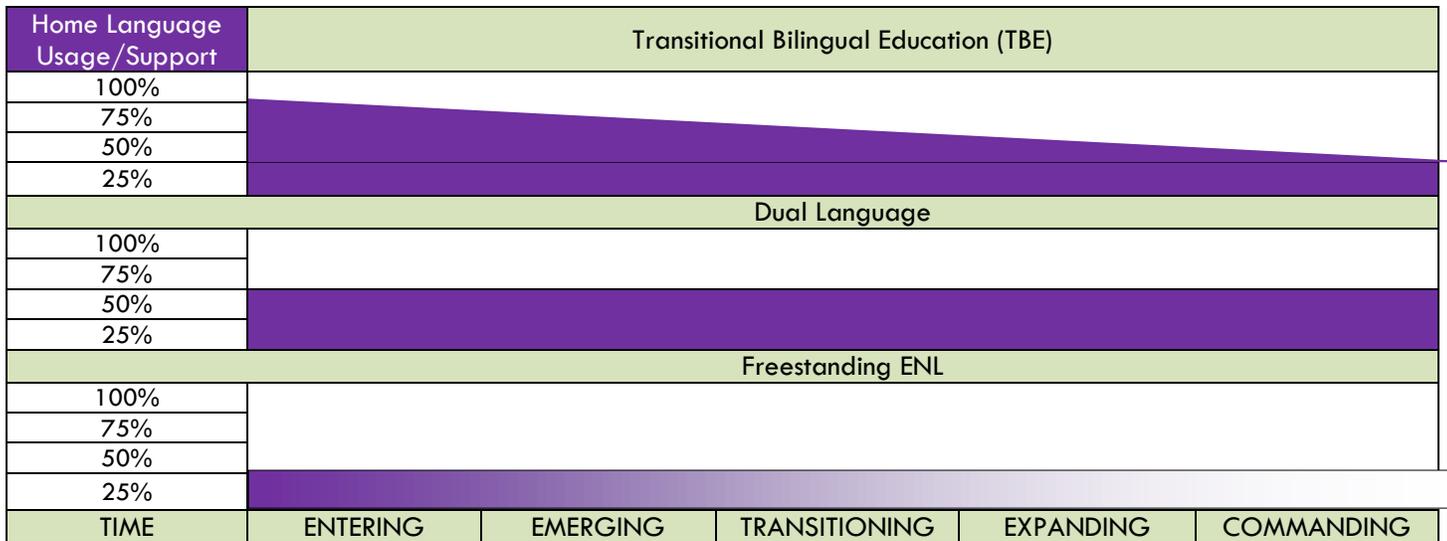


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The ENL teacher works with content-area teachers to assist them in creating vocabulary word walls and visuals to help students learn academic vocabulary. Additionally, all classes are assigned tutors and City Year Corps volunteers who work with small groups of students or one-on-one basis or with small groups of students to help with reading comprehension and math. Finally, all 6th and 7th grade ELLs receive 12 additional hours per week in which they receive instruction in Math, Science and ELA. They also receive writing instruction, participate in activities that promote college readiness. This instruction takes place during our Extended Learning Time as we partner with Citizens School, INMS and City Year Corps. Grade 6,7 and 8 receive 45 minutes of SGI five times per week in ELA or math, depending upon their individual needs. Additionally, there is a Title III program that develops reading and writing skills offered afterschool two times per week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ELLs at INMS were showing growth in ELA and Math scores, until the 2012 ELA test. Where upon, the majority of ELLs scored at Level 1 on the ELA. However, when you analyze student progress in the 2013 and 2014 data book, there are significant gains for ELLs in their ranking. Conversely, the math scores are significantly higher for ELLs, with the majority of ELLs scoring at Level 2 or Level 3. This needs further investigation, since the current CCSS aligned Math test is language intensive. As a result of this data, we have shifted ELA instruction to include Scholastic's CCSS Code X to expose students to text complexity, focused reading and higher level vocabulary. Scores in 2015 did not show growth and the school has adopted Word Gen and skill based SGI classes to help show growth on the ELA and Math exams.
12. What new programs or improvements will be considered for the upcoming school year?
This year we are establishing an ELL Study Group to determine ways we can further ELL success at INMS by examining how to use existing resources and program structures to increase ELL performance. Additionally, we are considering the increased engagement that Apple Connected Education Grant will bring to the students at INMSMS. We will continue to do inquiry work to determine Best Practices for ELLs and how to accelerate their language development.
13. What programs/services for ELLs will be discontinued and why?
We have not discontinued any programs for ELLs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
INMS offers equal opportunity to all students. Furthermore, we offer several after school programs such as Citizen Schools, which compliments students learning by means of Extended Learning Time and apprenticeships and hands-on learning projects. We also offer Bridges/Victory after school program, in which students participate in sports, field trips and are offered free tutoring services. Finally, we also offer a Title III after school program specifically designed to assist ELLs and former ELLs with their ongoing acquisition of academic English. ELLs are encouraged to participate in all programs and are afforded equal access as we ensure that all written announcements are translated in order to communicate effectively with ELLs and their families. Finally, the Apple Connected Education Grant affords ELL students opportunity to engage in multiple entry points, content area, and creative tasks to assist their academic and social growth, and become 21st Century learners and leaders.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The Apple Connected Education Grant affords ELL students opportunity to engage in multiple entry points, content area, and creative tasks to assist their academic and social growth. Additionally, each classroom has leveled libraries, leveled trade books, Scholastic Code X, The History of Us, History Alive, Time for Kids: Reading and Writing, Orca Book Series, Bluford Series, AMP Reading Program by Globe Fearon, Wilson Reading Program, PBIS Science Curriculum, Novel studies: Out of My Mind, Freak the Mighty, The Outsiders, Crash, Night, Warriors Don't Cry. We also have collection of books on tape and have Smart Boards in each classroom allowing teachers to easily access visual and audio aides. and we have Brain Pop for students to learn content in a visual way. We have a Tech Lab that is used to help students with research projects and writing assignment. We have added MyOn.com and each student has been given their username and password so they may read at their independent level at home to prevent "summer slide."
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All instruction at INMS is delivered in English. However, ELLs have access to books in their native language, particularly in Spanish. Sample book titles include: The House on Mango Street and Woman Hollering Creek by Sandra Cisneros, the Color of my Words by Lynn Joseph in Spanish and English. We have picture dictionaries in Spanish, French, Arabic and Chinese. Students are encouraged to use their native language as well as English. Our Title III after school program encourages students to make connections to native language for ELLs. We also use Google Translate for new arrivals to follow Social Studies and Science content lessons. The PBIS Science program is available in Spanish, and we have books and digital versions of lessons available on line for teachers and students. Each student will be given an iPad in Fall 2015 in order to ensure that students have access to smart technology and can access 21st Century skills. ELLs will be allowed to use ESL BrainPop, Google Translate, Duolingo, etc to have access to first and second language learning.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are invited to attend our 6th Grade Orientation Night in June for incoming students and families where they meet teachers and students and are introduced to the opportunities available to them at INMS.

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

19. What language electives are offered to ELLs?

We do not offer language electives at INMS.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. INMS is committed to on-going professional development for all teachers. This year, the ENL teacher has attended a PD on ELL start up procedures hosted by District 4. Also, she is attending a PD on Science and Literacy for ELLs in Developing Academic Language and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12) hosted on October 22nd and November 12th, 2015. To support math and science initiatives, the 7th grade math teacher is attending the Developing Academic Language and Problem Solving Skill for English Language Learners, hosted on October 21st and November 9th, 2015. These two teachers will turn-key the information and strategies learned to Science and Math teachers during content-area meetings over November and early December.

This year the administrators at INMS are participating in a comprehensive Mathematics professional development initiative spearheaded by Hunter College. Both Assistant Principals are attending 60 hours of PD. This year it will include strategies of differentiation of common core aligned curriculum for ELLs.

The guidance counselor is attending monthly field support PD sessions that will focus on meeting the needs of ELLs, as the PD's are sponsored by District 4, and that is focus for the district. Special Education teachers are part of the Math Initiative offered at Hunter College. Also, one Special Ed specialist is attending a workshop on Grant Writing for ELLs with the ENL teacher on October 30, 2015.

Additionally, paraprofessionals are going to District 4 PD's that will include focusing on the needs of ELLs in the classroom.

The payroll secretary attended a PD last year on ATS and ELL Support, and will attend 1 PD session sponsored by DELLSS.

In previous years, many of our teachers attended QTEL training and the "All Kinds of Minds" workshops. The past two years, the ENL teacher and one Humanities teacher attended a monthly meeting sponsored by the network to focus on Reciprocal Teaching Methods, Learning Focused Classrooms, and "Make Just One Change" where teachers incorporated Student Led Questioning and Discussion protocols in the classroom. These meetings led to deeper understanding of how to align instruction to the Common Core State Standards and effectively teach all students so they may be successful in school, college and beyond.

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

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

The Parent Coordinator, Ms. Forsyth attended a meeting in October for Office for Family Involvement, borough-wide. This office offered a workshop on How to Provide Help for ELL Families. She is currently working with the ENL teacher and Guidance Counselor to incorporate new information about family support.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

INMS is committed to on-going professional development for all teachers. This year, the ENL teacher has attended a PD on ELL start up procedures hosted by District 4. She has turn-keyed that information to the administration and grade level teams during the PD time allocated on Monday afternoons, 2:40-4:00.

Also, she is attending a PD on Science and Literacy for ELLs in Developing Academic Language and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12) hosted on October 22nd and November 12th, 2015. To support math and science initiatives, the 7th grade math teacher is attending the Developing Academic Language and Problem Solving Skill for English Language Learners, hosted on October 21st and November 9th, 2015. These two teachers will turn-key the information and strategies learned to Science and Math teachers during content-area meetings over November and early December.

There will also be 17 days of Apple PD from the Apple Connect Ed grant which will ensure that our staff understands how to use technology in the classroom to deliver 21st Century Education.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The transition from elementary school to middle school is best served by ensuring the 6th grade students are on a separate wing of the school and feel they are in safe and nurturing environment. Each grade has a separate lunch period where students have recess and then lunch together to develop their social skills in a nurturing social/emotional environment. 6th grade classes are small and have a City Year person assigned to each class, so students feel supported. We also have a Meet INMS for all incoming 6th grade students in June where parents and students can come to the school and meet the teachers, administrators and one another before coming to school in September.

Transition to high school begins when students apply to high school in the fall, and we encourage students to take tours and attend information sessions to help them choose the right high school. We had a town hall for all seniors to help them practice using the high school book, and be more familiar with how to search for information that will allow them to make good choices for the application process. We have also taken students on tours in high schools to get them ready to make the move to the next level. We are a College for Every Student school, and as a result students take field trips to visit colleges in the New York-area beginning in 7th grade. By the time students are applying for high school, they have visited more than three colleges, and have an idea of what it takes to be college-ready.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

11/2 - Using Brain Pop ESL to build literacy skills

11/15 - How to use MyOn Online Literacy Program in the Content area to increase reading levels for ELLs

12/15 - ENL and Non-Fiction Reading Strategies and Text Complexity

1/16 - Using Apple Connect Ed/ iPads in the Classroom and using Technology for ELLs and ELL/SWDs

2/16 - The Common Core: Building Academic Vocabulary

3/16 - Common Core Aligned Social Studies and Differentiation for ELLs and SWDs

All Pd's are held during Common Meeting Time, and agendas and attendance are taken and kept on file by Ms. LoCicero, the ENL teacher.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Tuesday extended afternoon is used by the ENL teacher to meet with parents of ELLs at least two times per year, to ensure that families are aware of how their child is progressing, what they can do to promote academic success and a variety of services available, and translation services that exist as many of our staff members are bilingual (Spanish, French and English) and some staff members speak Portuguese and Italian as well. We utilize the translation services offered by the DOE for written documents and interpretation services for meetings on an as needed basis. Records are kept by the ENL teacher who contacts parents by mail, telephone and email to set up at least two meetings in order for families to understand their child's language development progress and testing proficiency in all content areas. INMS ensures that materials sent home to families are translated to their home language and that there are translators available during Parent Teacher Conferences.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions in how to use Teacher Ease and other computer programs and ways parents can prepare their child for school. Additionally, our Parent Coordinator and ENL teacher hold parent meetings every other month for outreach to parents of ELLs in order to inform them about Common Core aligned curriculum and ways parents can help their children at home to achieve academic success for high school, college and beyond. The ENL teacher reaches out to parents via telephone and letters to invite them to come in and conference regarding their child's progress in language development, progress in academic classes and social-emotional development.

City Year provides social/emotional programs and activities that families can be involved in. These activities are programmed for after-school hours.

The Parent Coordinator schedules Game Night several times per year, and provides translation services for ELL families so that they feel engaged. This has proven successful in the past, as a way of fostering family involvement in the school community.

ELL parents are encouraged to serve on the SLT and PTA, and currently there is one ELL family, Eduardo Garcia who is on the LAP Team and serves on the SLT. Isaac Newton has always supported this and have had ELL families go on to serve on the CEC.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Citizen School Extended Learning Time, City Year who provide additional tutoring in math and ELA. They also work on classroom support and productive behavior through learning about leadership, College for Every Student, Urban Advantage, and Apple Connected Ed Grant.
5. How do you evaluate the needs of the parents? We evaluate the needs of parents by conducting Parent Surveys that are translated into Spanish and other languages spoken by ELL families. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions for Teacher Ease and other computer programs. Additionally, our Parent Coordinator and ESL teacher hold parent meetings every other month for outreach to parents of ELLs in order to inform them about CCSS curriculum and ways parents can help their children at home to achieve academic success for high school, college and beyond.
6. How do your parental involvement activities address the needs of the parents? We make sure that materials sent home to families are translated to their native language and that there are translators available during Parent Teacher Conferences. Furthermore, families are invited to participate in post-school activities such as Math, Science and Literacy nights as previously mentioned. Because we have translators readily available at these events, we are able to communicate effectively with parents regarding their specific needs to assure they are in fact being met.

Every Tuesday from 9:00 am to 10:00 am, Ms. Forsyth invites parents to an open coffee clotch where they may share their news, concerns and ideas. Ms. Forsyth has been able to sign on parents to their DOE website, that many parents have had trouble accessing due to lack of computer skills. This is instructive for the family and build community.

D. Additional Information

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

Paste response here:

School Name: Isaac Newton Middle School

School DBN: 04M825

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Nelson	Principal		10/2015
Nadine Kellogg	Assistant Principal		10/1/15
Cheryl Forsyth	Parent Coordinator		10/2015
Patrice LoCicero	ENL/Bilingual Teacher		10/1/15
Eduardo Garcia	Parent		10/1/15
Linda Fisher/SS	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dennis Ortiz	School Counselor		10/1/15
Alexsandra Estrella	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04M825**

School Name: **Isaac Newton MS for Math and Sci**
Superintendent: **A. Estrella**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Data and methodologies used are the interviewing of members of the PTA and SLT, reviewing Home Language Surveys, teacher and family surveys to assess our need for translations to families in written form and for interpreters at face-to-face meetings. At school-site meetings we have over seven teachers on staff who speak Spanish, one who speaks French and Portuguese for Parent Teacher Conferences. Additionally, we have several one AP and our GC who speak Spanish.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

After reviewing ATS data, HLIS, Student Emergency Contact cards, and surveys, we determined that order of language preference for communication, both written and oral is as follows: English - 60%, Spanish - 35% and Arabic - 2%. Other languages spoken by families include: Mandarin, Bengali, French and Mandingo. These families noted that they Speak English and can have communication in English. If this should change, we will provide translation services available to DOE personnel.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Handbook, monthly calendar, all school notices, announcements, newsletters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PT Conferences, Curriculum Night, workshops, IEP meetings, formal and informal conferences, etc.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Assistant Principal and Guidance Counselor translate all written materials into Spanish. AP also provides oral interpretation in Spanish, French and Portuguese at all formal meetings. Additionally, our secretary, guidance counselor and several teachers and the parent coordinator are available for interpretations services. For other languages that need to be translated, we plan ahead and use the DOE translation services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

A translator must be available at all times for individual interpretation in Spanish. Someone must be available at all formal parent meetings to provide simultaneous translations. Spanish speaking parents stated that they feel welcome when someone helped them to understand the conversations at meetings. Currently, there are eight members of the staff who speak Spanish fluently. Additionally, there is high school staff available who speak Mandarin if we need translation. For other languages, we will plan ahead and use translation services provided by the Department of Education.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

School's Handbook includes instructions on how to use the translation services and the over-the-phone interpretation service. All teachers have received the "I Speak..." card provided by the LAC to staff. This includes the telephone number for the over-the-phone interpreters.
The LAC has provided grade level teams with PD during school PD time on Monday afternoons.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The parent coordinator has set up face-to-face meetings and has used the over-the-telephone translation services with the following languages to ensure that parents are informed and provided with meaningful participation in all aspect of their child's education. Ms. Forsyth has also used Google Translate with parents in face-to-face meetings to ensure meaningful communication. Additionally, there are staff members who are available to translate in Spanish, French and Italian. The Welcome Poster is over the main entrance to the school, the Parents' Bill of Rights is in the Parent Coordinators office, displayed for parents to view. Parents' Guide to Language Access is also in Ms. Forsyth's office and is disseminated in parents' preferred language. The main office has a copy of the Language ID Guide, as does the Payroll Secretary.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Informally through conversations and formally through survey results.