

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M839

School Name:

TOMPKINS SQUARE MIDDLE SCHOOL

Principal:

SONHANDO ESTWICK

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP 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: Tompkins Square Middle School School Number (DBN): 01M839
Grades Served: 6,7,8
School Address: 600 East 6th St.
Phone Number: (212) 995-1430 Fax: 212-979-1341
School Contact Person: Sonhando Estwick Email Address: sestwick@tmsmsonline.org
Principal: Sonhando Estwick
UFT Chapter Leader: Bryce Cahn
Parents' Association President: Florence Eng
SLT Chairperson: Marco Bastella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex St. RM 136 NY, NY 10002
Superintendent's Email Address: dphilli@schools.nyc.gov
Phone Number: (212) 353-2948 Fax: (212) 979-1341

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 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 Comprehensive Educational Plan (CEP) 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)
Sonhando Estwick	*Principal or Designee	
Bryce Cahn	*UFT Chapter Leader or Designee	
Florence Eng	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Monse Santana	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Garner	Member/ parent	
Alison Moy	Member/ teacher	
Ellie Shrier	Member/ teacher	
Sarah Fishstrom	Member/ teacher	
Christine Clarke	Member/ teacher	
Marco Bastella	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary-Margert Little	Member/ parent	
Lisa Desimon	Member/ parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

Tompkins Square Middle School was founded in 2001 with the goal of building a progressive

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

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

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

Tompkins Square Middle School is currently focused on two initiatives. The first initiative we are leveraging our professional learning resources to support teachers in incorporating more student directed learning in their curriculum. The second initiative is focused around social and emotional learning and developing a school wide behavior system with the framework of Positive Behavior Intervention and Supports. This year brings a renewed focus to advisory infusing restorative practices in all aspects of student and adult life throughout the school day. With the help of Expand Ed and TASC, we are working to develop a school wide framework for behavior expectations. The goal is to develop these expectations to create consistency across the school in all areas. In order to develop student and staff understanding, we plan to bring together a group of staff members to create lessons and activities in advisory that help teach social and emotional skills necessary for the success of this program.

Mission:

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

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

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

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

01M839 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	368	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	14	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.2%	% Attendance Rate			96.2%
% Free Lunch	59.7%	% Reduced Lunch			9.6%
% Limited English Proficient	5.0%	% Students with Disabilities			26.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			15.4%
% Hispanic or Latino	42.2%	% Asian or Native Hawaiian/Pacific Islander			22.8%
% White	17.2%	% Multi-Racial			1.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			5.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	40.0%	Mathematics Performance at levels 3 & 4			46.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			97.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Last year Tompkins Square Middle School scored a 3 on "quality of professional development" in the Framework for Great Schools. Our primary goal this year will be to refocus our effort in the area of professional learning, engaging numerous outside organizations to work with all of our teachers. Our intention is to meet the citywide average of 50 in this Framework element on the 2016 Framework report.

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

By January 2016 there will be a comprehensive professional learning plan in place that will incorporate outside facilitators as well as internal lesson study. Based on the 2016 Framework Report we will ascertain if there is growth in “Quality of Professional Development” as compared to the 2015 Framework data.

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?</i></p>
<p>Engage Teacher College “Readers/Writers Project.” Engage a Science coach two days a week, as well as partner with Urban Advantage. Engage institute for Student Achievement to coach math teachers.</p>	<p>Humamnities, Science , Math Departments</p>	<p>9/8/15 – 6/28/16</p>	<p>Principal and department level facilitators.</p>

Teacher/Department teams (Special Educator, Gen. Ed teacher, Paraprofessional) will meet during Monday PL time to discuss curriculum and strategies that address the needs of students with disabilities, English language learners, and other high-need student subgroups , as discussed throughout this document.	students with disabilities, English language learners, and other high-need student subgroups .	9/8/15 – 6/28/16	Teacher Teams

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.											
Allocate funds from the 2015/2016 budget to engage Teacher College “Readers/Writers Project.” Engage a Science coach two days a week. Engage ISA math developers.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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 1, stakeholder surveys and focus groups will be completed. Our goal will be to have at least 70% of the staff agree to the following questions. 1: Has the school administration engaged more professional resources to support your work in the 2015/2016 school year? 2: Do you find the quality of professional development resources has improved over last year?
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the the initial data from the Framework for Great Schools, one of our primary goals this year will be to refocus our social and emotional learning curriculum in order to better support students in a consistent, school wide positive behavior intervention and supports framework.

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

By January 2016, there will be a revised advisory curriculum for all three grades with a focus on positive behavior intervention and supports with restorative practices. Based on an internal surveying in January we will ascertain if there is growth in “Social Emotional Measure” as compared to the 2015 Framework data. The goal will be to score at least a 75 on the following elements, peer interactions and peer support for academic work.

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 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?</i></p>
<p>Our guidance counselor will work with grade level departments to review and revise the current advisory curriculum in order to make it more developmentally appropriate.</p>	<p>All students</p>	<p>9/8/15 – 6/28/15</p>	<p>Principal Guidance Counselor</p>

Select TSMS Staff will attend Restorative Circles training and turn key to other staff in the building in order to create consistency across the school day.	All TSMS staff	9/8/15-6/28/15	Principal Assistant Principal
PBIS team will develop school wide behavior expectations, advisory lessons that support the teaching of these behaviors, and systems and structures to respond to behavior infractions.	TSMS Staff and students	9/8/15-6/28/15	Assistant Principal Grade Level Teams

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.											
The guidance counselor will be working with teachers during part of the professional learning 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 1, stakeholder surveys and focus groups will be completed. PBIS team will assess Dean's Referral data with the hope of reducing the number of Dean's Referrals by 25%.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the the initial data from the Framework for Great Schools, the school leadership scored 49 on program coherence, and the principal scored a 36 on "instructional leadership. The principal will attend staff development through the Cahn Fellowship in order focus “instructional leadership”.

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

By the January 2016 the staff will have identified four project/inquiry based practices that will be shared across all three grades. The goal will be to score at least a 55 on the following elements; program coherence, and principal instructional leadership.

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?</i></p>
<p>All staff best practice share of student authored learning and assessments.</p>	<p>All Staff</p>	<p>9/8/15 – 6/28/16</p>	<p>Principal</p>

Present current student authored learning and assessments. to the SLT and PTA.	Parents and Teachers	9/8/15 – 6/28/16	Principal
Meet with special education teachers and paraprofessionals to discuss what student authored learning and assessment could look like for students with disabilities.	Teachers	9/8/15 – 6/28/16	Principal
Discuss Readers & Writers Project "progressions of learning" tool can be a guide for helping students to instruct other students.	Teachers	9/8/15 – 6/28/16	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.											
We will be using one hour of each early dismissal to highlight the best teaching practices that reflect our overall goal of increasing as well as norming student authored lessons.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 1, stakeholder surveys and focus groups will be completed. Our goal will be to have at least 70% of the staff agree to the following questions. 1: Has school leadership leveraged the professional development resources to create more program coherence? 2: Has the principal established a clear school-wide vision for instructional practice?										
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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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?</i></p>

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.

--

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

--

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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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?</i></p>

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.

--

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

--

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Humanities teachers and special educators conduct a full variety of learning assessments in the first month of school.	<p>ESL (English as a Second Language)</p> <p>classes are designed to support each grade’s Humanities class. Students are immersed in lessons that focus on both content and language, such as grammar and vocabulary building. Small group activities and individual attention are provided to develop students' reading, writing, listening, and speaking skills.</p> <p>Wilson Language Training is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling.</p>	Small Group	During the school day and after school

		Our AIS program is planned and implemented through PPT. Teachers come to present students and the team develops interventions to be put in place by a teacher for a specific amount of time with a specific goal. PPT will reconvene in a specified time to assess the success and decide on next steps.		
Mathematics	Math teachers and special educators conduct a full variety of learning assessments in the first month of school.	Our AIS program is planned and implemented through PPT. Teachers come to present students and the team develops interventions to be put in place by a teacher for a specific amount of time with a specific goal. PPT will reconvene in a specified time to assess the success and decide on next steps.	Small group	During the school day.
Science	Science teachers and special educators conduct a full variety of learning assessments in the first month of school	Our AIS program is planned and implemented through PPT. Teachers come to present students and the team develops interventions to be put in place by a teacher for a specific amount of time with a specific goal. PPT will reconvene in a specified time to assess the success and decide on next steps.	Small Group	During the school day.
Social Studies	See ELA (we conduct Humanities class— ELA & SS combined together in a daily double period)	See ELA (we conduct Humanities class— ELA & SS combined together in a daily double period)	Small Group	During the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Staff and families refer students to the guidance office and the school-based support team as needed.</p>	<p>Guidance office includes full time guidance counselor and 2 counseling interns from graduate programs.</p> <p>Services involve mandated (IEP) counseling weekly, at risk and crisis counseling and mediation. All services may be in a group or individually. Office coordinates outside services and referrals.</p> <p>Members of PPT weekly meetings where teachers present struggling General Education students. The team is presented with evidence and makes recommendations based on the information. AIS providers meet with students whom this intervention is deemed necessary for a fixed amount of time with a fixed goal in place. Assessments like Teacher's College running records and teacher developed tests and quizzes will be used. As well as online programs like BuzzMath and Khanacademy.</p> <p>School Psychologist will meet with IEP</p>	<p>One-on-one and small groups</p>	<p>Services occur during school day</p>
--	--	---	------------------------------------	---

		<p>students for evaluation/assessment one on one and may be asked to observe classroom behavior of at risk students.</p> <p>BASC instrument may be used.</p> <p>Social worker will do social history of IEP students when required and will meet with families for initial evaluation.</p> <p>She may also observe classroom behavior of at risk students. Member of PPT weekly meetings.</p> <p>In terms of Health-related services , chronic absenteeism and lateness are reported to dean and guidance office for possible health related issues. Liaison with hospital, doctor, school, and family through guidance office. Issues of neglect, abuse, and suicidal ideation involve Administration for Children's Services with network consultant and</p>		
--	--	--	--	--

		handled by guidance office.		
--	--	-----------------------------	--	--

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

--

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers at TSMS are deeply involved in the decision-making process, including those decisions that concern assessments. We utilize an innovative model of shared decision-making that is fairly unique in that all staff stakeholders are involved in all phases of the decision, from preliminary research to the choice itself. Professional development around assessment is conducted during monthly early dismissal afternoons.a

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	166,231.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,319,419.00	X	X

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

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](#).

A. School Information

District 01	Borough Manhattan	School Number 839
School Name Tompkins Square 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 Sonhando Estwick	Assistant Principal Matthew Masterson
Coach type here	Coach None
ENL (English as a New Language)/Bilingual Teacher Rachel Levinsky	School Counselor Marissa Diaz
Teacher/Subject Area Rebekah Maginnis /Humanities	Parent Florence Eng
Teacher/Subject Area type here	Parent Coordinator Shirley Lee Wong
Related-Service Provider Ginger Stevens	Borough Field Support Center Staff Member Kristine Mustillo
Superintendent Daniella Phillips	Other (Name and Title)

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	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	0

D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs	11	ELLs as share of total student population (%)	3%
--	--	----------------------	----	---	----

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"/>

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	11	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									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	1	0	0	3	0	2	7	0	7	0
Total	1	0	0	3	0	0	7	0	0	11

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

									0	0
									0	0
									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:

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							2	2						0
Chinese							1	1	2					0
Russian														0
Bengali														0
Urdu														0
Arabic							2							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1							0
Emerging (Low Intermediate)									1					0
Transitioning (High Intermediate)								1	1					0
Expanding (Advanced)							3	2	1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	4	3	3	0	0	0	0	0

*One of our current 6th graders did not take the NYSESLAT so we don't have a level for him.

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							3	1	2					6

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							3	2	6					11

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

- These are the test scores from last year so current 7th graders are listed in 6th grade scores. Some students opted out of the state tests so we don't have test scores for all students.

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	3								0
7	2	1	1		1				0
8	1								0

NYSAA									0
-------	--	--	--	--	--	--	--	--	---

- These are the test scores from last year so current 7th graders are listed in 6th grade scores. Some students opted out of the state tests so we don't have test scores for all students.

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

*All 8th graders opted out of the science test.

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.

The certified ENL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSENLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, comprehension checks, and informal and formal assessments that help to determine their literacy skills.

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

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

Reading Data from May 2015, (so the students are listed in last year's grade)

Grade Level	6	7	8
# of students at TCRWP grade Level	1	2	3
# of students below TCRWP grade Level	3	3	1
# of students the moved up at least two levels over the year	4	5	4

46% of the els were reading at grade level

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

4 out of 13 els passed the May 2015 NYSESLAT

Of the Students who did not pass the whole NYSESLAT in May 2015, this fraction of the students scored above the minimum passing score in the following areas:

Grade	Listen	Speak	Read	Write	Instructional Goals for 2015-16
-------	--------	-------	------	-------	---------------------------------

6	4/4	2/4	2/4	4/4	Continue supporting 6th graders with the transition to more complex reading, especially non-fiction.
7	4/5	4/5	3/5	4/5	Continue supporting 7th graders with complex reading and writing. 7th graders also need support with note taking strategies to support listening and participating in the general classroom.
8	2/4	3/4	2/4	2/4	Continue supporting 8th graders with complex reading and writing. 8th graders also need support with note taking strategies to support listening and participating in the general classroom.

Progress for May 2015 on the NYSESLAT

	6	7	8
Passed	1/4	2/5	1/4
Moved Up	2/4 moved up from intermediate to expanding ¼ moved up from beginning to transitioning	¼ moved up from beginning to emerging	¼ moved up from intermediate to expanding
Stayed the Same Level	0/4	¼ - student has an IEP, stayed the same from intermediate to transitioning ¼ - student has an IEP, stayed the same from advanced to expanding	¼ - student has an IEP, stayed the same from beginning to entering
moved down			¼ - student has an iep, moved down from intermediate to transitioning

May 2015 ELA - of the 13 students eligible to take the ELA, 4 students opted out of the exam.

	1	2	3	4
6	3			
7	3	1	1	
8	1			

May 2015 Math - of the 13 students eligible to take the ELA, 4 students opted out of the exam.

	1	2	3	4
6	3			
7	3	1	1	
8	1			

*May 2015 Science - The 8th graders opted out of taking the Science test last year.

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

When the AMAO criteria are distributed, we will address them.

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

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?

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

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

We do not use Native Language assessments. The Home Language is not used in assessments.

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

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We were pleased to see that students are making progress with English language development. 31% (4 out of 13) completely passed the NYSENLAT. Additionally, at least half of all the els met the minimum passing criteria in all four modalities. Because so many of our ELs opted out of the state exams, it is hard to determine whether we are meeting AYP for our ELs or not. Out of the 3 gen ed out of 13 ELs from last year, 2 opted to take the ELA and Math exams. One of those gen ed ELs is a newcomer, so he scored a 1 on both exams. The other gen ed EL scored a 3 on both exams. However most of those ELs also have IEPs, so when we think about whether or not we have met AYP, we really need to look at the progress of ELs with IEPs. All of our ELs with IEPs who took the test scored a 1, so it appears that we are not meeting AYP.

Tompkins Square Middle School considers both test scores as well as development over the years through examination of student portfolios to determine success within the ENL program. Exams give us the data to look at trends for all of the

students in the program; in addition, student work gives us a more authentic picture of each child's growth. The portfolios are also essential for determining whether the ENL program really is helping the students achieve independence in the classroom based on whether their work demonstrates comprehension of the subject matter. Though our ELs with IEPs scored a 1 on the state exams, they all moved up in reading levels over the course of the year and they all moved up or maintained the same level of proficiency (except for one) on the NYSESLAT when taking the same test band.

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.

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

The ENL teacher administers the NYSITELL within 5 days of the HLIS to each student that has another language other than English on the Home Language Survey and primarily reads, writes, listens, or speaks in that language. The NYSITELL is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the NYSITELL exam that the licensed ENL teacher has administered, parents are informed in English and in their native language, to let them know that their child qualifies for ENL, bilingual or dual language classes within 10 days of registration. Spanish speaking students are also given the Spanish LAB-R to determine which language is the area of strength for the student. Since Rachel Levinsky, the ENL teacher, also speaks Spanish, she also administers the Spanish LAB-R. The scores are scanned into ATS and the results are discussed with parents so that they may choose a dual language or bilingual program.

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).
During the Home Language Information Survey interview the ENL teacher asks the parents and student about previous schooling and other important family experiences. While the NYSITELL is being administered the ENL teacher also notes if the student is demonstrating appropriate comfort with literacy and school-related behaviors. The ENL teacher also consults with the math teacher to find out about number sense and basic fact fluency. These factors are all considered to determine if this is a student who most likely has gaps in his/her education. We do not currently have SIFE students. However, if we did have SIFE students, we would consult the ELL Policy and Reference Guide to learn how to best assess and support these students.
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).

Since we are a middle school, many of our ELs already come to us with an IEP. When parents come to register their children, we learn if the child already has an IEP. Within TSMS, we never refer an EL who first arrived to our school for an evaluation because we believe in giving students time to develop academic language skills. The demands of middle school content are so high for a

beginning EL and we celebrate the students' successes and growing levels of independence. The NYSITELL assessment is given within five days of student registration for any students who had a Home Language Survey indicating that a language other than English is spoken at home. The certified ENL teacher administers the NYSITELL assessment.

If there are ELs with IEPs that are long term ELs, the Language Proficiency Team (Genevieve Moran, Sonhando Estwick, Marissa Diaz, Liza Curry, and Yolanda Guy) will meet to review all necessary assessments to determine if the student may be eligible to be exited from the ENL program.

Members of the schools' Language Proficiency Team, and we convene to discuss whether the students' errors were the result of second language misunderstanding or part of a learning difference. Thereafter, letters are sent home informing parents of the purpose of the test, the team's determination, and of their child's score on the test. The parents are informed that they are entitled to appeal the decision within 20 days either in English or in their preferred language in person or with a translator on the phone. The student will be placed in the most appropriate setting immediately after the parents sign the placement letter. If parents choose to appeal, the student's placement will be changed. However, since we do not have self-contained ESL classes, all classes have general education students, so there wouldn't need to be a class switch. This ensures consistency for the students while decisions are being made.

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.

The NYSITELL assessment is given within five days of student registration. The certified ENL teacher administers the NYSITELL assessment and scans the scantron sheet into ATS and then checks the decision in ATS and checks against the state's minimum passing scores. Thereafter, letters are sent home in English and their home language if it is one of the high incidence languages within five school days in English and in the home language if it is one of the high incidence languages informing parents of the purpose of the test and of their child's score on the test. If the language is not a high incidence language we give the letter in person with an over the phone translator present to explain. Copies of all forms and letters are kept on file at the school. Parents are given the Entitlement letters within five days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ENL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2015-2016 school year, all forms were signed and returned to the licensed ENL teacher. All forms are provided in the parents' home language.

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).
Two orientation meetings are offered for the week after the letters were sent home— one in the morning and one at night to accommodate parents at home and work with the Parent Coordinator, translators and licensed ENL teacher an orientation meeting to inform parents of program choices is given for new families. If parents are unable to attend either of the orientation meetings, Rachel Levinsky has individual meetings with them. If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the NYSITELL and then a parent meeting is held individually. In house translators attend the meeting to help with Cantonese or Spanish translations. We use the interpretation hotline for any other languages.

The varying benefits of the three program models, ENL, transitional bilingual and dual language, are explained to parents in the orientation meeting. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. The Earth school objectively presents all program models, to allow parents to make the choice that they most prefer. Rachel Levinsky explains to parents that while self contained or dual language classrooms often yield

better results for children's acquisition of English, we currently do not have enough students to offer either of those programs at our school. Parents are informed that while The Earth School only offers freestanding ENL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at the Earth School in the free-standing ENL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, the Earth school does not offer such programs at this time. However, the ENL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs.

The ENL teacher also explains to the parents the number of mandated hours that the student is entitled to based on performance on the NYSITELL. The parents have time to ask questions at the orientation meeting and can call or email the licensed ENL teacher, the principal, or the parent coordinator at any time. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program. Then the parents make an informed decision, based on the information provided in the home language, about what program they would like their child to participate in. Rachel Levinsky collects and keeps copies of all documents.

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.

With the Parent Coordinator, translators and licensed ENL teacher an orientation meeting to inform parents of program choices is given immediately within the five days of the NYSITELL administration in their native language or with over the phone translation. (If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the NYSITELL and then a parent meeting is held individually within ten days of registration.) The three program models are ENL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. TSMS objectively presents all program models, to allow parents to make the choice that they most prefer. The parents are informed of the difference between the three programs. Transitional bilingual is a program that teaches the students in both English and the native languages, transitional self contained ENL is a class entirely of ENL students with a licensed ENL teacher, and stand alone ENL is a program in which the licensed ENL teacher services the students in a push in or pull out model according to the mandated hours. The ENL teacher explains to the parents the number of mandated hours that the student is entitled to based on performance on the NYSITELL. Whether in person, by mail, by phone, or email, Rachel Levinsky contacts all the parents to ensure that the forms are returned. Parent choice is recorded in a document. Most parents have chosen to send their children to Tompkins Square Middle School, so almost all parents choose Freestanding ENL services to ensure that their students stay at our school. Rachel Levinsky ensures that all letters are signed and returned. Since we have such a small population of ELs, it is easy to keep in touch with all the parents involved. Because our school is so small, we do not have the numbers to have a TBE or DL program.

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.

Parents are given a date by which to return these forms (the forms are in the native language or have been explained with over the phone translation), which is within the same week as the orientation meeting, to Rachel Levinsky or the Parent Coordinator, Shirley Lee Wong. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2015-16 school year, all forms were signed and returned to the licensed ENL teacher. All forms are provided in the parents' home language. The ENL teacher, with the parent coordinator, has a meeting with the parents and explains the options for transitional bilingual education, transitional self contained ENL, or stand alone pull-out ENL services. This information is explained in the native language when appropriate.

ELL students are identified within the first five days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (NYSITELL) if their home language survey indicates that a second language is spoken at home. TSMS only has a freestanding ENL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ENL or a bilingual program is better for their child's needs, the ENL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though. None of the parents have ever asked for a transfer for a different language program, often because the students come from low incidence language backgrounds for which there are no dual language programs. The ENL teacher conducts these meetings with the parents in their preferred language. While the children qualify for ENL services, many of the parents speak English fluently and prefer to speak in English. When the parents prefer to speak in their home language, we provide a translator at the meeting.

Whether in person, by mail, by phone, or email, Rachel Levinsky contacts all the parents to ensure that the forms are returned. Parent choice is recorded in a document. Most parents have chosen to send their children to Tompkins Square Middle School, so almost all parents choose Freestanding ENL services to ensure that their students stay at our school. Rachel Levinsky ensures that all letters are signed and returned. Since we have such a small population of ELs, it is easy to keep in touch with all the parents involved. Because our school is so small, we do not have the numbers to have a TBE or DL program. All documents were returned for the 2015-16 school year.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once a student is assessed with the NYSITELL, parents are sent entitlement or non entitlement letters. The parents attend an orientation with Rachel Levinsky during which they fill out the survey and program placement letters. Program placement letters are given, by Rachel Levinsky, at the parent orientation meeting once the parent is informed of the program choices and the parent chooses to remain at our school. All forms are provided in the parents' home language when they are a high-incidence language on the NYC DOE website.
9. Describe how your school ensures that placement parent notification letters are distributed. Since we get maybe one new student to the NYC school system a year that qualifies for ENL services, it is very easy to make sure that placement letters are distributed. Copies of all forms and letters are kept on file at the school in room 126, Rachel Levinsky's office, and are copied and updated for each year's compliance binder. The forms are also in the students' cumulative files. Rachel Levinsky distributes all letters to the students in their native language and in English.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Every year the ENL teacher copies all HLIS, entitlement, transitional support, or non-entitlement letters and retains these copies in the ENL compliance binder along with work samples that demonstrate the students' progress. Rachel Levinsky distributes all letters to the students in their native language and in English. Copies of all forms and letters are kept on file at the school in room 126, Rachel Levinsky's office, and are copied and updated for each year's compliance binder. All staff members are aware of the location of this binder and can view it as necessary. When students have parent teacher conferences or IEP meetings, Rachel Levinsky brings samples of work that has been collected over the years to show student progress. Any original documents like the HLIS, entitlement letter and placement letters are placed in the students' cumulative folders.
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.

Rachel Levinsky is the only licensed ENL teacher administering the NYSENLAT. Every year in the spring, the licensed ENL teacher prints the most recent version of the RLAT to administer the NYSENLAT (the New York State English as a New Language Achievement Test) to the appropriate students. The ENL teacher first administers the Speaking section of the test within the testing date window. The ENL teacher gives the test individually. The test is administered in a quiet location, like the school library to help the students focus. The Speaking test is recorded so that a team of teachers that do not work with the student can score it - this team changes depending on which teachers are not working with the ELs. The Listening, Reading and Writing portions are then administered during the testing window. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ENL teacher trains a committee that are not the ELs' teachers to score the tests according to the rubrics provided. The last two

days of each testing window is always reserved for make up testing for students who were absent on their regularly scheduled test.

The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs. If students pass the listening/speaking components but still struggle in reading/writing, the ENL teacher works with the students more on reading and writing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Students who continue to receive ENL instruction due to a failure to pass the NYSENLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. When the ENL teacher, Rachel Levinsky, receives the students' scores in the fall, continued entitlement letters, transitional support letters, and non-entitlement letters are distributed in the students' native language and English.

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 Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

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.
 - . a. Instruction is delivered mostly by the workshop model of a mini lesson, guided practice, and then independent practice. The ENL teacher works with small groups of students in the classroom in the integrated model. The ENL teacher supports the students in understanding the mini lesson taught by the classroom, Humanities teacher. The ENL teacher scaffolds the classroom curriculum with additional learning support like graphic organizers, leveled books, and more simple directions. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. At times the ENL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ENL teacher will conduct a stand alone ENL lesson in order to address more specific areas of English language development. Instruction is delivered by the ENL teacher in a small group. The ENL teacher teaches a mini-lesson to the students about speaking, listening, reading, or writing and then the students carry out independent practice of the skill taught.
 - b. The ENL teacher does 2 units of integrated and 2 units of stand alone instruction. The ENL groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. Students also receive 90 minutes of ELA instruction each day in their classrooms. The ENL teacher sometimes pushes into the Humanities classroom to support the literacy work that is happening in the classroom. At times, the ENL teacher will also push in during math, science, or social studies in order to support English language development in these content areas as well. The ENL teacher never pulls students from their specialty classes so this often influences the group members, but the group members are still matched as closely as possible with English level and age within the schedule.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - 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)?

Students receive 360 minutes of instruction per week by the certified ENL pedagogue if they are entering or emerging. Students receive 180 minutes of ENL instruction per week if they are transitioning or expanding, as well as 180 minutes of ELA instruction in the classroom. Students receive one (90 minutes) period of push-in ENL instruction daily as mandated by their NYSITELL or NYSENLAT score if they are commanding.
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. The certified ENL teacher works closely with the classroom teachers and school administration to develop an integrated schedule which will benefit student learning. The ENL, general education, and special education Humanities teachers meet to ensure that all students are meeting the Common Core learning standards. The ENL teacher uses the Targets of Measurement in alignment with the Common Core learning standards. With these two outcomes in mind, the ENL teacher works with students to unpack complex texts and academic language. The ENL teacher models using specific language functions that students need to use in order to understand texts and then express their understanding of the texts.

Students are not pulled from their special subjects as these are considered vital environments for students to develop their social language and engage in hands-on activities. Students usually receive reading and writing support within their classrooms so that the support is directly related to the classroom curriculum. Sometimes the students are pulled from reading and writing instead of the integrated model, in order to receive scaffolded reading and writing instruction in the ENL classroom and to help students learn the academic language functions and vocabulary necessary to access the common core curriculum. When students are pulled from content area lessons, they receive supported instruction in the content area in question. The ENL teacher and general education teacher plan together in order to ensure that the students get the support they need, while also meeting the pace and expectations of the classroom.

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

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

The certified ENL teacher employs the Teachers College Reading and Writing Method for lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and

synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a New Language learning standards are applied to all lessons. In the ENL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

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

Our school does not use native language assessments throughout the year.

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

The ENL teacher co-plans and assesses with the general education teachers in order to plan lessons that directly address the areas in which the students still need support in the following areas:

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

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

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

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

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

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ENL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ENL methodologies such as Total Physical Response (TPR) in addition to sound

teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching). The school uses TC reading assessments three times a year to measure growth, and the ENL teacher also confers regularly with students about their independent reading and the notes they take to demonstrate understanding.

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

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

6. How do you differentiate instruction for 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

a. There are no SIFE students at TSMS currently, but we would made programmatic choices so that ENL instruction supports the students academic and social needs. The students learn reading and writing with students at the same reading level for a couple of sessions a week, but the students also participate in talking/listening activities with students that are the same age. The licensed ENL teacher and the classroom teacher created a plan that supports the students in developing social skills in English in order to make friendships with peers. At the same time the two teachers work together to create a curricular plan that ensures that the students can be catching up in the necessary academics in order to catch up with the appropriate grade level.

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

c. For our students who have received ENL services for 4-6 years or more the ENL teacher provides more support with academic language and language functions. These students typically know basic English vocabulary, but they need to learn tier 2 and 3 words to participate and be independent with class readings and conversations. This year we are focusing on

vocabulary development tied to listening skills by envisioning and note taking to figure out words most likely mean. These students need help with grammar, as well, so that as their sentences become longer and more complex, their grammar reflects the growing sophistication of their writing.

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

e. Former ELLs: Students who pass the NYSENLAT continue to receive integrated ENL support and special accommodations during testing for two years. The ENL teacher coplans with the classroom teacher in order to determine throughout the year how the student still needs support while building independence. The ENL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow. The ENL teacher pushes into the classroom for 90 minutes a week and supports the former ENL student with the classroom curriculum. The ENL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ENL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports.

:

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.

If there are any students whose parents (or teachers) feel were misidentified as ELs, the Language Policy team would meet to discuss the question. The parent may write a letter in their preferred language or in English. Within 10 days of the request, the school committee will then consider the student's academic work, social skills, participation in class and independent skills in order to determine if the student is English dominant in listening, speaking, reading, and writing. The principal will make the decision based on the committee's findings. The parents will then be informed.

If there are any students whose parents (or teachers) feel they were wrongly identified as English dominant, the parents may write a letter in their home language or English to submit a request for NYSITELL testing. The NYSITELL will be conducted within 10 days of receipt of the request. The school committee will then consider the student's academic work, social skills, participation in class and independent skills in order to determine if the student is English dominant in listening, speaking, reading, and writing. The principal will make the decision based on the committee's findings. The parents will then be informed.

No child will take the NYSITELL test two times.

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?

When LEP students are identified as having special needs or disabilities, they work in small reading groups with the

special education teacher. All LEP students with disabilities get the same number of mandated minutes of ENL service as regular education ENL students at that level. In addition, these students receive pull-out or push-in support with the special education teacher. These students might also work on the Wilson Reading program, for example.

Teachers at TSMS carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Students are encouraged to read in their native language to continue development in the L1 while also learning English. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day.

TSMS also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology like reading and listening to books on the computer, using lap tops for writing, and using smartboards for interactive learning. Having these structures in place allow all students to thrive academically. The ENL teacher continues to develop the students' English speaking, listening, reading, and writing skills by using developmentally appropriate texts and activities. The ENL teacher will use picture cards and big books to help develop speaking and listening skills. To develop reading and writing skills, the teacher uses books that are appropriate for the students' reading level and the ENL teacher supports the students in correcting the grammaticality of their classroom writing. The ENL teacher will also support the LEP students with disabilities in answering writing prompts to ensure that the answers follow correct English syntax and grammar to make sense. When there are LEP students with physical disabilities, the ENL teacher makes whatever appropriate changes in setting and instructional methods to support the students' ability to learn the information being delivered.

9. How 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?

All of our students with disabilities are now being served in ICT classrooms, and this includes our ELs with disabilities. The ENL teacher pushes in to or pulls out of those classrooms as the schedule allows, just like with the general education ELs. The ENL teacher works with the IEP team and uses the IEP to set instructional goals for EL students with disabilities. All of the rich curriculum that has been previously described applies for our SWDs that are ELs, with the necessary accommodations to help them participate and access the content to demonstrate understanding. The ENL teacher uses a balanced literacy program with ENL/SWDs students in order to connect to the classroom work of reading at their "just right" level. The ENL teacher supports the Writing Workshop by helping students focus on making the writing they have done in class understandable for their readers. The ENL teacher has also created more picture/word games to develop student speaking skills in English as well as word family workbooks to support the ENL students with decoding skills for reading and spelling. We are working to minimize pull-out ENL programs in favor of push-in programs. We are doing this so that the students spend less time out of the classroom and so that the students can focus on targeted English skills through the classroom curriculum. The ENL teacher is also using the Wilson Phonics program for the ELs that are still struggling with reading fluency and comprehension because their foundation in English phonics is not strong enough to support advancing to higher reading levels yet. We do not have a bilingual program. All ELs are encouraged to read in their L1 to support reading at a higher level in their native language, but if students need a bilingual program, we help the families find the best placement for them.

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)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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)	<i>3 units of study per week (540 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

- 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. ELLs receive integrated services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ENL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's flex, small group, program so that they can also receive additional support from the classroom teacher in a small group in the middle of the school day. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at TSMS, as we only have a freestanding ENL program available. All content area teachers have bilingual glossaries available in their classrooms to support ELs with learning new academic vocabulary in the content area.
- Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. We were pleased to see that students are making progress with English language development. 31% (4 out of 13) completely passed the NYSENLAT. Additionally, half of the ELs met the minimum passing score in all four modalities. The focus of last year's program was mostly in reading and writing and we see that about half our students passed those two sections of the NYSENLAT. The program focused on reading and writing within the context of Social Studies, so the students were learning language and content at the same time and they seemed to do very well. We feel that the area in which students need more support is in listening and speaking. We will continue our program of reading and writing support, but we will work on listening skills, holding the students responsible for listening to the teacher and other students and being able to report back and show independence. We also review the students' TC Reading Assessments three times a year. All of the ELs moved up at least two reading levels over the course of the year.
- What new programs or improvements will be considered for the upcoming school year?

There are many new programs that the school has developed for ENL students. In response to the general education teachers' concerns, the ENL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support directly in the subject areas at the time of instruction. The ENL teacher is also getting more involved with the Social Studies and Science curriculum to help the students understand the complex vocabulary and text structure of the content. We are also starting a program for 6th graders to read to kindergarteners to work on their fluency and confidence.

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

There are few programs that we have discontinued. TSMS has folded the extended day 37 ½ minutes into our school day, so that we no longer have extended day for only a few students. We now provide extra support to all students within the day during a FLEX period. FLEX period is a time for all students to receive small group instruction, as well as academic coaching.

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

All ENL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. To ensure that families are aware of all the programs offered, these flyers are also sent home in the native language when possible. Also the parent coordinator and ENL teacher can provide translators for parent questions about these activities. In this way they are able to develop their social skills and social language for further success. Many of our ELs participate in after school sports, homework help, and clubs. Additionally, we have a talent show and a cultural celebration day with fashion shows, poetry readings, and dance performances in which all of our students proudly participate.

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.

TSMS has a large collection of books for our ENL students to read at their levels. The ENL library also has many high interest, low level books for students to read in pairs or groups. We have pictures cards, cubes, blocks, and foam letters for our newcomer students as well. We also have manipulatives for math exploration. There is a strong focus on technology at TSMS. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ENL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

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

websites to support eighth grade students learning about WWII.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

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

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

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).

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

19. What language electives are offered to ELLs?

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

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)?

We do not have a dual language program.

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.)

The ENL teacher attends all Borough Instructional Field Office, TC, or OELL professional development sessions that will support the ELs and teachers with their classroom content and language learning.

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

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?

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

TSMS staff meets every Monday afternoon from 2:30 – 3:30. Half of these meetings are designated for professional development, while the other half are devoted to grade level meetings. The entire staff is focusing on aligning expectations across the grades. During these meetings, the ENL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ENL students at different age levels. The ENL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ENL students be independently successful in the classroom curriculum. The ENL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ENL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ENL teacher has given demonstrations to the entire staff about the NYSITELL assessment as well as the NYSENLAT so that the staff understands how the ENL students are assessed. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per CR-Part 154.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

As our 8th grade ELLs prepare for high school, the ENL and classroom teachers work with the students on essential school

survival skills like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The students start using a planner to track what assignments are due in the short and long term. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new high school in order to get a sense of the building's layout and what the new school's expectations are. The guidance counselor meets with all students individually to make sure they are applying to the most appropriate schools for them. The guidance counselor and the ENL teacher work together to prepare ENL students for school interviews, essays or open houses.

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.

As part of the 15% hours, the ENL teacher has given demonstrations to the entire staff about the NYSITELL assessment as well as the NYSENLAT so that the staff understands how the ENL students are assessed. The ENL teacher also conducts a mini lesson in another language that the staff does not understand (Arabic) so that the teachers can empathize with the experience of learning a second language simultaneously with new subject matter. This helps the teachers develop scaffolds like visual cues for the minilesson. The ENL teacher also plans to give a workshop on ways that classroom teachers can support the students in general education settings. Many teachers also attend workshops about interventions for students who are learning English as a Second Language. For example, all the Special Education teachers and the ENL teacher attended workshops about RTI in order to assist the students with interventions before these students get referred for Special Education services.

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

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?

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

2. 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.

The ENL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ENL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITY CENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ENL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes.

In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Since this is Middle School, we do not see parents as often as we would like. We have a diverse group of parents on the SLT and the PA. We see many parents of ELs at school functions like the Fall Barbecue and Talent Show. All school event flyers are sent home in English and the native language. We have translators available for every parent teacher conference night in Spanish, Cantonese Chinese, Mandarin Chinese, Bengali, Arabic, and Tibetan.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We do not partner with agencies for workshops for the parents, but we are partnered with Henry Street Settlement with works with a diverse group of parents, including parents of ELs for counseling services.

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

6. How do your parental involvement activities address the needs of the parents?
Many of the parents' needs center around wanting to see challenging work for our advanced students as much as we see support for our struggling students. In response to this need, the teachers are doing PD work around challenge projects. We also have an active PTA and SLT where parents can express their needs and work with the school faculty to create programs that will satisfy these issues. *The SLT uses the over the phone translation service whenever parents attend who need translation. In addition, many parents come to the office or the guidance office to express concerns and we always use the over the phone translation to ensure clear communication.*

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: <u>Tompkins Square Middle School</u>		School DBN: 01M839	
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)
Sonhando Estwick	Principal		1/1/01
Matthew Masterson	Assistant Principal		1/1/01
Shirley Lee Wong	Parent Coordinator		1/1/01
Rachel Levinsky	ENL/Bilingual Teacher		1/1/01
Florence Eng	Parent		1/1/01

Rebekah Maginnis Humanities	Teacher/Subject Area		1/1/01
Ginger Stevens Special Education teacher	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marissa Diaz	School Counselor		1/1/01
Daniella Phillips	Superintendent		1/1/01
Kristine Mustillo	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: 839 **School Name: Tompkins Square Middle School**
Superintendent:

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.

Parents come to school with their children at the beginning of the school year. At this time, parents are interviewed by the licensed ENL pedagogue, Rachel Levinsky, as well as the parent coordinator, Shirley Lee Wong. There is one certified ENL teacher at TSMS who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language or in English with the parent and child while filling out the Home Language Survey. Parents are given a Home Language Information Survey to find out if the student speaks a language other than English. We also use RLAT and other ATS reports to inform us of students' home language when they transfer to our school from within NYC. Since we only have 350 students, it is easy for us to maintain close relationships with parents and gather this information informally as well as through the emergency cards. We also have intake night in which parents talk to the students' advisor about any concerns and any other information they think is important for the child's success. All student biographical information is entered into Jumprope, our online grading system, where teachers can learn necessary information about a student to help with communication and learning.

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.

Spanish, Chinese (Mandarin and Cantonese), Bengali, Arabic, Tibetan, Russian, Italian, Hebrew

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.)

Tompkins Square Middle School handbook, Parents Association letters, lunch forms, outcomes based report cards, school calendar, class field trips, sports try-outs, class celebrations, parent teacher conference announcements, after school programs, special weekend activities and workshops, Talent Show Night, State testing information. Because these letters are distributed every year, we have translations already available for many of these documents. For the forms that are not already translated, we will send them to the translation unit two weeks before the letters are sent home to all the students.

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.

We have Intake Night, parent teacher conferences three times a year, IEP meetings for students with special needs, and meetings with parents whenever they request them. Weds - Sept 16th is high school night for 8th grade parents, Wed. Oct. 7 is Curriculum/Intake night, Tues. Nov. 17th are Parent Teacher Conferences, Thurs. March 17th are Parent Teacher Conferences - We have already scheduled translators for all of these dates.

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.

All teachers have access to a google doc that contains translation request forms and they can always ask the ENL teacher to also translate documents with the translation unit. In addition, the school secretary translates documents into Spanish. The parent coordinator translates documents into Cantonese. We hired an outside agency to translate all major school documents in Tibetan, and the rest of our major school documents were translated into all the high incidence languages. We have already scheduled translators for all of the Parent Teacher Conferences.

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.

The staff uses the Interpretation hotline during face to face meetings. In addition the school secretary or ENL teacher attends meetings in which Spanish translation is needed. The parent coordinator attends meetings in which Cantonese translations are necessary.

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.)

The whole staff has been trained in, and has access to, a google doc that provides the phone numbers, documents, and procedures for translations and interpretation services.

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 posters that were sent from the city are posted with the security desk and the main office and are also in the ENL teacher's office so that any staff member can determine a parents' home language and then use the over the phone interpretation hotline. When we send home flyers for school events, we include information that translators will be available. In fact, we have the parents sign up for appointments and we line up the translators to be available for those appointments.

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)

We have internal parent surveys that we review. We also have parent representatives on the school SLT to help us maintain the parent perspective in any school decision.

