



NORMAN THOMAS HIGH SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (02/MANHATTAN/ 02M620)

ADDRESS: 111 EAST 33RD STREET

TELEPHONE: 212 576-0500

FAX: 212 545-9648

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M620 **SCHOOL NAME:** Norman Thomas High School

SCHOOL ADDRESS: 111 East 33rd Street Manhattan, NY 10016

SCHOOL TELEPHONE: 212 576-0500 **FAX:** 212 545-9648

SCHOOL CONTACT PERSON: Philip Martin Jr. **EMAIL ADDRESS:** Pmartin9@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kelly Powell

PRINCIPAL: Philip M. Martin, Jr.

UFT CHAPTER LEADER: Matthew Schley

PARENTS' ASSOCIATION PRESIDENT: Kecia McFarland

STUDENT REPRESENTATIVE:
(Required for high schools) Adeline Johnson

DISTRICT AND NETWORK INFORMATION

DISTRICT: _____ **CHILDREN FIRST NETWORK (CFN):** 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Philip M. Martin, Jr.	*Principal or Designee	
Matthew Schley	*UFT Chapter Chairperson or Designee	
Kecia McFarland	*PA/PTA President or Designated Co-President	
Janice Howze	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Catherine Mundle	DC 37 Representative, if applicable	
Jerel Bond Shaniqua Cooley Adeline Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Cody	CBO Representative, Grand	
Richard Capozzi	Teacher	
Mitchell Beresa	Teacher/Program Chair	
Kelly Powell	AP English	
Kecia McFarland	Parent	
Beverly Wright	Parent	
Zina Cunningham	Parent	
Debra Knight	Parent Coordinator (Observer)	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Norman Thomas High School is dedicated to providing a safe and collaborative learning environment which supports academic achievement and social development for all students. We believe that success for every student is dependent upon all groups in the organization including teachers, administrators, parents, staff, students, and the community working together to support all students in their development as life-long learners, thinkers, and successful contributors to the community.

We are a comprehensive high school offering small school relationships through our learning communities. Students take all Regents level courses and a four-year sequence in business education. Our mid-town location provides our students with local business internships and part-time jobs.

This year, we will implement many changes in our structure. Our previous SLCs lacked purity, resulting in fragmentation and limited communication. We have reorganized our academies into three larger small learning communities: The Media Technology Academy, The Midtown Business Academy, and the Empire State Languages for Business Academy. We have also restructured our school day to include daily small learning community common planning time meetings and department meetings. This will greatly enhance communication, professional development, and consistency in instruction.

ELL and students with disabilities are integrated into each of the various SLCs. CTT provides additional supports.

Improving instruction, student outcomes and recognition of our school as a premiere learning environment are our priorities. Personalized instruction provided by our SLC's is geared to improvement in reading, writing and mathematics. We engage our students to improve performance using technology, offering interdisciplinary majors, providing double periods of instruction and tutorials before, after and during the school day. We meet Office of Portfolio Development Rubric targets, continue tutoring for Regents Review, and provide Title III ESL programming.

Our award winning Virtual Enterprise Program consisting of 3 VE firms remains the culminating course for many of our students. Not Just Flowers, A.C.T. Professional Services and Essence Hotel have all been recognized as outstanding programs each year, participating in borough and city-wide Business Plan Competitions. Essence Hotel, a virtual

hotel and spa, has won the NYC Business Plan Borough Competition once and has finished in the top six in the National Competition. A.C.T. Professional Services in partnership with Deloitte and Touche and has secured several awards over the past few years. We continue to receive a grant from VATEA that funds our instructional initiatives in CTE coursework and computer technology.

Ramp-Up and Read 180 programs for 9th graders coming in with the lowest reading levels offer students unique opportunities to improve their skills in speaking, reading and writing. Our skilled staff implements differentiated instruction to scaffold student achievement for all learners. Our meaningful programs emphasize real world skills preparing our students for future careers.

We partner with Grand Street Settlement for AIS services and after-school activities. We also partner with the Young Men's Christian Association (YMCA). The Sports and Arts in School Foundation provides after school remediation and sports programming. Educate on-line offers our students highly valued web based remediation and computers for Title I qualified families. Student activities include PSAL Sports, clubs, publications, school to work programs, mentoring, and internships. Bellevue Hospital Center Health Clinic located in house offers physical and mental health services for our students.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Norman Thomas High School								
District:	2	DBN:	02M620	School BEDS Code:	310200011620				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				75.2	74.8	74.8
Kindergarten	0	0	0						
Grade 1	0	0	0				Student Stability - % of Enrollment :		
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				93.2	94.7	94.7
Grade 4	0	0	0				Poverty Rate - % of Enrollment :		
Grade 5	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 6	0	0	0				68.5	68.7	68.7
Grade 7	0	0	0				Students in Temporary Housing - Total Number :		
Grade 8	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 9	994	1054	998				16	219	219
Grade 10	554	664	662				Recent Immigrants - Total Number :		
Grade 11	414	294	336	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 12	162	124	136				64	52	52
Ungraded	5	1	7				Special Education Enrollment:		
Total	2129	2137	2139	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							Suspensions (OS YD Reporting) - Total Number:		
				<i>(As of June 30)</i>			2007-08	2008-09	2009-10
							310	166	166
							Special High School Programs - Total Number:		
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							N/A	651	651
							English Language Learners (ELL) Enrollment:		
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	0	0
							Number of Staff - Includes all full-time staff:		
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							129	127	127

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	70	39	64	Number of Administrators and Other Professionals	54	53	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	226	243	TBD	% fully licensed & permanently assigned to this school	100.0	97.7	TBD
				% more than 2 years teaching in this school	85.0	81.5	TBD
				% more than 5 years teaching anywhere	72.9	80.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	90.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3		96.8	94.0	TBD
Black or African American	23.2	25.8	27.1				
Hispanic or Latino	72.8	69.6	67.2				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	2.9	3.2				
White	0.7	1.3	1.4				
Male	50.0	51.1	50.7				
Female	50.0	48.9	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced					√	

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			X
Science:				Graduation Rate:			X
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
				Elementary/Middle Level		Secondary Level	
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	X	50
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				√sh	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				1	0	0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	D			Overall Evaluation:	√		
Overall Score:	36			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	4.8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	7.4			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	22.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

English language arts

Accomplishments

The English department data inquiry team used the Gates-MacGinnite reading test to determine the grade equivalent reading level for students in all grades. We focused this year on attempting to increase the use of reading comprehension strategies not only in all English classes but also in all disciplines. Each month, we introduced a reading habit of effective readers to all small learning communities during common planning time meetings, modeling several strategies that could be used to instill this habit in our students. We hope to structure professional development this year in our small learning communities in a way that makes literacy top priority throughout the school and in all classes. We will do this with specific days during which all members of a small learning community will be expected to share lessons and student work related to the reading strategies covered in professional development.

The English department is proud of our uniform monthly pacing calendars for all English classes. These calendars focus on skills needed for the English Regents, the PSAT, the SAT, and college writing. They also reflect the state performance standards.

Our school has also begun to use the Read 180 program for students who need the most intervention in regards to literacy skills.

In addition, our principal has united the social studies and English departments to form a larger humanities department.

Barriers

Though our statistics for ELA regents improved, we did not make AYP.

Over half our students come into our building at least three grade levels behind in reading ability. This limits our overall success with the English regents. Students seem to have been improving in several basic writing skills—for example, essay organization/structure. However, many students continue to

do poorly on reading comprehension sections of standardized tests, including the English Regents exam.

The effort to incorporate reading strategies throughout disciplines was met with varying degrees of success, depending on the follow-through of small learning academy members and assistant principals in sharing work produced by students based on these strategies.

We still face the challenge of coordinating ELA curricula with those of ELL and special education. We plan to do this more thoroughly this year through curriculum planning meetings this summer between all three departments.

Social Studies

Accomplishments

This year, the number of students passing the Global History and U.S. History Regents exams increased. We were able to create preparatory classes for students who have previously failed these exams.

Barriers

Our overall percentages of students passing the exams are still low. Our lack of pacing calendars in social studies classes makes teacher accountability more difficult to enforce, and it also limits the uniformity of instruction among classes.

English Language Learners

Accomplishments

We experienced an 8% increase in the number of students achieving 10 credits or more this academic year.

Teachers were able to work closely with their students to support student success.

The Achieve3000 program successfully supported students by increasing their reading levels.

70% of our ELL population was tested for the NYSESLAT and 100% of the students are receiving their mandated ESL services.

Barriers

We had difficulty meeting and discussing student progress due to a lack of common planning time and a lack of purity in the SLCs.

We were also spread throughout the floors of our building and it was difficult for teachers and administration to communicate.

We were further hampered by a lack of technology in our classrooms

Career and Technical Education

Accomplishments:

- As of June 30th, 2010 70.43% of the graduates received CTE Endorsement. This is an increase from last year which was 42.71%.
- Project-based instruction continued to be a priority this year. All CTE courses provided the students with at least two project-based activities per semester. In most classes, project based activities were the norm for application of concepts learned in class. For example, students designed travel exhibits, researched foreign lands to develop PowerPoint presentations, developed businesses and prepared business plans.
- CTE instructors continued to infuse literacy into the curriculum by incorporating novels, articles, newspapers, case studies and electronic lessons into the lessons. Trade magazines were ordered and used as resources in the classrooms.
- The Academy of Hospitality and Tourism curriculum was documented, supporting evidence was gathered, and the program is ready for submission to the State for approval in September 2010.
- The Fashion Marketing curriculum was documented, supporting evidence was gathered, and the program is ready for submission to the State for approval in September 2010.
- The Business of Film curriculum was documented, supporting evidence was gathered, and the program is ready for submission to the State for approval in September 2010.
- The Accounting program was updated, supporting evidence was gathered, and the program is ready for reapproval by the State in July 2010.
- DECA and FBLA members attended and participated in New York State Regional Competitions. All students had successes in the categories in which they competed.
- All three Virtual Enterprises competed in the Borough-wide Business Plan Competition and the Trade Fair. Two students and one instructor participated in the Austrian Trade Fair. One student went to the Trade Fair in California. The Broadridge Company and the W Hotel duplicated Deloitte and Touche's method of participation. They assisted the students with the business plan, operational issues and the annual report. They met with the class consistently on Wednesdays every other week.
- A new VE Room was upgraded and modernized with VTEA funding. The layout allowed for more space and more team meeting spaces. The new room has been equipped with 11 iMacs and 20 mac laptops.
- Junior Achievement worked with 5 teachers throughout the school year. Business professionals conducted 6-8 week lessons on Economics and Personal Finance.
- The VITA Center was opened for E-filing services from February 1, 2010 through April 3, 2009. Thirty (30) Advanced Accounting students volunteered their time during the tax season. This is double the amount from last year. These students were given extra credit in the advanced accounting class for participating. Their responsibilities included retrieving voicemails and scheduling appointments, greeting and in-take of client information, inputting client information on the TaxWise forms, checking all information and reviewing the form with the client and the site supervisor before submitting forms to the IRS. The NTHS VITA Center processed 124 forms for the 2009 Tax season. This is 15 returns more from last year.
- A geography computer simulation was purchased for the travel geography course. Laptops were moved into the classroom so that they can access the program.
- NTHS became an authorized Certiport testing center. This will give students in Office Technology access to practice exams in preparation of Microsoft Office Specialist (MOS) certification. The passing rate results will not be available until mid June.
- Students participated in workshops, internships and other work-based learning experiences with companies such as, but not limited to, Colgate Palmolive, New York Times, American Express, and Reuters.
- Through PENCIL we began discussions to develop a relationship with Advent Software and Infusive Solutions. Both are technology firms and will be a valuable asset to us in the development of our technology academy.

- Deloitte and Touche, Broadridge and the W Hotel continue to work with the Virtual Enterprises. Junior Achievement continued its efforts with our 9th graders. They provided additional resources to the unit on personal finance.
- One teacher participated in Global Kids and is holding a pregnancy awareness day on May 25th. This was a project developed through the participation at the Global Kids workshops. Her technology class will be participating in this event,
- Colgate Palmolive conducted a creativity workshop for 25 NTHS students.
- Parish Nation worked with the senior fashion class to plan and produce the annual fashion show.

Barriers:

The lack of purity in the small learning communities affected the ability for CTE teachers to support the academic success of students through the development of interdisciplinary activities and lessons.

We did not have a full-time dedicated work-based coordinator and the amount of students in mentorships, internships and other related activities decreased this year. Also, the .1 teacher coordinator did not have the time to reach out and develop working relationships with industry.

Math

Accomplishments:

Based on state report card performance objectives, We are showing improvement in raising Math performance for our ELL population.

Our test performance has improved in all math categories and students are passing the Algebra Regents earlier in their high school career.

Greatest accomplishment. Increasing the number of students striving for and achieving advanced Regents diplomas.

Barriers:

The math department made safe harbor in all categories but because last years graduation rate was too low, we could not make use of safe harbor and were subject to the higher absolute standard

Incoming student performance is hampered by student's reading comprehension.

Graduation rate & Student Progress

Policies of the previous principal hindered student progress for students that did not pass the Regents exams.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

ELA

Our plan this school year is to coordinate curricula between English and social studies; while English teachers can offer supplemental materials depending on the content of the social studies classes, social studies teachers can benefit from assistance from English teachers in infusing lessons with literacy skill-building strategies. Department meetings twice a week (as opposed to once a month) will allow us to reinforce the implementation of these goals.

In addition, we want to continue sharing reading comprehension strategies throughout all disciplines and have this reinforced by all assistant principals in department meetings, small learning community meetings, and in observation reports.

Most important, we want to increase the number of students passing the English Regents exam. We also want to increase the students' reading level by at least one grade level in one year.

We want to achieve a 3% increase in the average student score on multiple choice sections of the English Regents exam (in comparison to June 2010 English Regents average score) by June 2011.

In addition, we want to achieve an increase by one reading grade level among 60% of students by June 2011 (as measured by the Gates-MacGinitie reading test).

Math

We will achieve a 5% increase in the passing rate of all Math Regents by June 2011

English Language Learners

We will work to continue improving students progress for a sustained improvement in the number of students achieving at least 10 credits this upcoming school year.

Schoolwide

We are in the process of relaunching our SLCs to insure purity and facilitate student progress.

	<p>of their learning experiences.</p> <ul style="list-style-type: none"> • Students will be given the opportunity to attend after school programs to gain extra skills in reading such as Read 180 and Teen Biz.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Network support from CFN 305 literacy instruction leaders in reading strategies • Professional development will be led by assistant principals. Topic to include developing, decoding and reading comprehension skills. • Common planning time meetings will be focused on literacy strategies and developing meta cognitive conversations with students about strategies they can employ to improve their ability to derive meaning from the texts.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Gates Mcginnitie will be used as a predictive. • Student performance on teacher created assessments • Administrator evaluation of teachers to demonstrate teachers are performing as directed • Scores on predictive • Scores on common assessments • Professional development calendar • Exits slips from PDs with teacher reflections

Subject/Area (where relevant): 2nd year cohort

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011 increase second year cohort credit accumulation of 10+ credits by 5% over last year’s second year cohort performance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The creation and implementation of various programming streams to allow students to accumulate or recover credits including Winter school, Spring school, PM School. • The design and implementation of a blended online and face-to-face learning environment allowing students to recover credits • Monthly school-wide “Make my grade day” designed to allow students to make up missing work and/or gain extra credit in the classes they are currently sitting in. • Guidance intervention: Careful analysis of student progress to insure proper programming and long term planning with students to insure students remain on-track to achieve their credits • Meta-cognitive conversations with students to allow them to make “good decisions” promoting their academic progress. • Each Academy will designate a person(s) to contact the parents of students with chronic absences. Guidance counselors will meet with these students and develop a plan of action to assist them in coming to school on a daily basis. • Home engagement pilot – gathering emails and textable cell phone numbers for parents to allow for communicating to parents if students are absent or cutting classes. • Expanded sharing of student performance data including the progress to graduation report to allow guidance to properly place students into classes they need to accumulate or recover credits. • Clear communication from student support services of IEP changes to allow for proper programming of students with disabilities. • Piloting of snapgrades data initiative for teachers to record students grades and allow administration, students and families to monitor ongoing student progress.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Restructuring the school into pure small learning communities, facilitating a personalized learning experience for students. • Hiring of additional assistant Principal to direct the online learning environment • Implementation of common planning times to facilitate teacher explorations of student work • Opening of school and hiring of staff for extended hours and holidays • Collaboration with academic intervention service organizations to provide supplemental tutoring for students. • Hiring of community associates as liaisons to facilitate parental engagements and student support • Snapgrade student information system will be used to record student grades and monitor student progress. • Teacher access to Aris will be supported through professional development and ongoing data oriented conversations.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 1st and 2nd marking period grades • Successful completion of credit recovery courses • Telephone Logs and biological updates documenting outreach • Usage logs for snapgrades • Evidence of teacher gradebooks as entered in snapgrades • Calendar of academic intervention services programming • Agendas from common planning sessions • Records from “Make my grade day” documenting student performance • Attendance rosters for extended school programs • Usage logs for the blended online and face-to-face learning environment

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>An increase of 5% for ELL performance from beginner to intermediate or above on NYSESLAT predictive examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All beginner ESL students are encouraged to participate in the Title 3, Sports and Arts and Educate-online, intervention services, in the after school program. These programs offer students the opportunity to use Teen Biz 3000, a tech-based program which focuses on reading comprehension. Also, students get academic intervention services in science, social studies, math and native language. • Once a month a predictive examination (previous NYSESLAT) will be administer to all Beginner ELL students. • Implementation of a reading and writing initiative across all subjects. Teachers are provided with professional development in common planning time on the 7 Habits of an Effective Reader. Teachers meet on a weekly basis and discuss these strategies and design lesson plans together. • Language Arts and Social Studies teachers will develop interdisciplinary lessons/activities to support the reading and writing initiative. • Book study group, <i>I read it but I don't get it</i>, drives the discussion and planning of literacy strategies. • Bi-weekly progress reports are provided to the students in all subjects to assist them to self-monitor their academic progress and the acquisition of the English language. • Create a small learning community focusing on ELL population to ensure that students receive adequate personalization. • Smaller class sizes allows for more one-on-one support from teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Restructure the ESL/Bilingual program into its own small learning community with dedicated teachers, guidance counselors and deans. Create a schedule that allows for common planning time for all teachers. • Hire additional teachers to assist in creating smaller class sizes and additional class sections. • Write proposal for Title 3 funds to support the afterschool programs.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- NYSESLAT predictive results
- LAB R results
- Ongoing teacher reports of student progress on teacher designed exams
- Conversations with students
- Interdisciplinary projects
- Bi-weekly progress reports

Subject/Area (where relevant): Collecting, Analyzing and Use of Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 90 % of all teachers will demonstrate the use of data to inform instructional decisions.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers in the SLCs are members of inquiry-based teams on inquiry spaces and meet every Friday to create, discuss and input information on inquiry profiles. • Teachers will receive ongoing professional development in the use of ARIS • The data specialist will share analytical charts of student progress with the staff • We will administer a learning style survey and create analytical charts to inform instructional practices in the classroom benefitting students ability to learn in their preferred learning style • Teachers will use the data to assess their students performance and their own performance in meeting the mission of their classroom “To drive instruction”. • Teachers will differentiate instruction based on their populations’ preferred learning style and academic needs • Teachers will use SnapGrades to recognize and modify data trends allowing for modified instruction • Teacher will modify instruction for students based on student performance on interim assessments • Teachers will post behavioral and instructional rubrics for students so student will learn to improve their performance and self rate. • Teachers will base instructional decisions on student ability to achieve 70% proficiency across subject matter. • In-house communication will be facilitated through the use of blogs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Purchase SnapGrades subscription for all teachers to use the program. • ARIS training and inquiry work each Friday during department meetings. • Professional development on data-driven instruction following the North Star Academy model. • Creating common interim assessments for all subjects.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Snapgrade usage data
- Aris professional development exit slips
- Ongoing blog conversations
- Agenda and meeting minutes from Inquiry team meetings
- Teacher data binders
- Class passing rates

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	147	118	94	158	117	165	120	584
10	189	167	138	184	78	58	63	526
11	214	149	212	126	69	24	46	297
12	52	28	27	66	35	12	18	191

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Double period English classes for students earning less than 3 on 8th grade reading test. • Read180 for students earning 1 or 2 on 8th grade reading test or students identified by English teacher as being in need of additional help in literacy skill building. This service is provided during the school day. • After school tutoring is provided several days a week at 2:50-5:30 and Saturdays. • Rosetta stone is used in both English and Spanish for bilingual students. • Achieve 3000, a differentiated instructional web-based program is used with bilingual and ESL students as well as students taking the English Regents exam. • We provide individualized tutoring during common planning time on Wednesdays.
Mathematics:	<ul style="list-style-type: none"> • After school tutoring is provided on Tuesday and Thursdays, 2:50-5:30. • Destination Math interactive math program for level 1's and 2's. Castle Learning interactive math program for Regents practice. Students worked individually on the program with teachers monitoring progress, during regular and extended class time, after school. Program access is also available web-based, after school.
Science:	<ul style="list-style-type: none"> • After school programming is provided on Tuesday and Thursdays, 2:50-5:30. • Extended period. • Offered six periods a week and after school tutoring. • Castle Learning interactive math program for Regents practice. Program access was also available web-based, after school.
Social Studies:	<ul style="list-style-type: none"> • After school and Saturday tutoring is provided throughout the year for struggling students. • Special Regents prep classes are organized for students who have failed the Regents exam. • Individualized tutoring is also provided during common planning time weekly.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Exploration of various programs and sites for alternative educational assistance. Parent meetings, agency meetings and referral to SPARK.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Referral to outside support agencies for both child and family support. Evaluations by IEP teams as requested. Counseling services are provided as well.

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Immediate counseling and guidance. Referral to support agencies, parent meetings. Educational issues (ie. cutting behaviors). Agency meetings, ACS, ERSSA social worker on staff that works with non-mandated students.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Referral to Bellevue clinic (on-site) or other health agency as needed. EMS are called when appropriate.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) **9-12** Number of Students to be Served: 250 LEP Non-LEP

Number of Teachers 9 Other Staff (Specify) Assistant Principal

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided

below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program***

Language Instruction Program

**PART 1:
INTRODUCTION**

Norman Thomas High School (M620) has approximately 340 active ELL students. All students receive Spanish bilingual education and/ or ESL instruction. Each class program consists of three (3) periods of forty-five (45) minutes of ESL at the beginner level; and (2) periods of forty-five minute of ESL instruction at the intermediate levels; and one (1) forty-five (45) minute period of ESL and one (1) forty-five (45) minute period of ELA at the advanced level, one (1) forty-five (45) minute of Mathematics, one(1) forty-five (45) minute of Science, one(1) forty-five (45) minute of Office Technology and one forty-five (45) minute period of NLA and one (1) forty-five (45) minute of Social Studies.

Description of the Title 3 Program:

Rationale:

Non-speaking target ELL language beginners through intermediate levels are targeted from the ELL students. The vast majority of our students are long term ELL students (95%).Less than three years ELL students only comprise 5% of our student body. Thirteen SIFE students are included into this cohort.

The purpose of Title three is to supplement and improve the class instruction in all areas of the humanities, arts, and sciences. It also will allow the students to receive one on one instruction. In addition, they can complete homework assignments, research, and projects. The teachers can provide a more individualize instructions.

DATA:

During 2009, 14% of our mixed grade level (9-12) students scored at the Beginner Level on the NYSESLAT; 53% of these students scored at the Intermediate Level while 33% at the Advanced Level. The variation from this pattern is not marked by grade level. The most significant data concerns the listening and speaking scores on the NYSESLAT advance and intermediate ranking. Additionally, the reading and writing sections show an increase in the disaggregated scores than in previous years. In the classroom, our instruction is heavily weighed in favor of literacy skills and multi-methodology. Our teachers have been trained in ESL methodologies, but continue to be lacking in literacy training. Therefore, we need ongoing professional development to enhance teacher's ability to implement literacy in daily lesson planning. We could use support from the school and the Region in this regard. In addition, our classrooms are not adequately equipped with today's technological world. Therefore, providing teachers with the appropriate classroom's technology such as smart boards will provide teachers with the tools needed to be connected with the outside world making instructions more appealing and ...According to Dr. Mary Ann Bell, Assistant Professor of Library Science at Sam Houston State University in Huntsville, Texas said:

1. The interactive electronic whiteboard is great for demonstrations....
 2. The interactive electronic whiteboard is a colorful tool. Research indicates that students respond to displays where color is employed...
 3. The board can accommodate different learning styles...
 4. All ages of students respond favorably to board use...
 5. Distance learning is an excellent setting for interactive whiteboard use...
 6. One-computer classrooms can maximize the use of limited computer access...
 7. The interactive whiteboard is an excellent tool for the constructivist educator...
 8. The boards are clean and attractive tools...
 9. Students with limited motor skills can enjoy board use...
 10. It is interactive...
 11. It can interface well with other peripherals....
 12. The board is great for meetings are lessons where the participants need printed copies...
 13. It is a kid magnet! ...

For full text, go to <http://teachers.net/gazette/JAN02/mabell.html>

More details for Instructions:

Full report available at <http://www.smarterkids.org/research/paper6.asp>

Language Arts:

Full report available at <http://teachers.net/gazette/JAN02/mabell.html>

Math:

Full report available at <http://www.smarterkids.org/research/paper10.asp>

Science:

Full report available at <http://www.smarterkids.org/research/paper3.asp>

Special Needs:

Full report available at <http://www.smarterkids.org/research/paper12.asp>

Students Self Efficacy:

Full report available at <http://www.smarterkids.org/research/paper2.asp>

Students Perceptions:

Full report available at <http://www.mirandanet.ac.uk/pubs/smartboard.htm>

Our Comprehensive English results for June 2009 came at 11% passing rate. As a consequence, the Foreign Language AP, the ESL Coordinator, and the English AP worked closely to create a transitional course that focuses on English Regents preparation. 74% passed the US History which was often taken in the Native Language. 14% passed the Living Environment, 100% passed the Spanish Regents, and 13 Students were registered to take the Advanced Spanish Language Test.

Since we only have 13 SIFE students we can't offer a specific program. However, the school has made an effort to keep those students in school through home calls made by bilingual staff, sending letters, and placing them in small classes. Furthermore, they have been registered for the Title III after school and Saturday school which does have very small classes. The students are also required to attend language lab to use the Rosetta Stone software (for Beginner mostly) which allows them the opportunity to practice the four modalities at their own pace and until they can start taking advantage of the Teenbiz3000 literacy online program which is in use for the more advanced students. Students with severe literacy problem take advantage of the Read 180 program. Progress is monitor by supervisor and instructors.

Number of student to be served is approximately 250 students from grades 9-12. It targets mostly ELL beginning students, but it also includes intermediate level students. The Title three supports all classes within the three academies. They are mixed levels 1-10. They are mixed by level not by grade. Beginners level receive 135 minutes of ESL instruction; Intermediates receive 90 minutes of ESL instruction, and Advanced receive 45 minutes of ESL and one regular English class. The Title three program supports the ESL curriculum at NTHS including ESL and Bilingual Special Need Services.

There are 2 licensed ESL Teachers and 4 Bilingual certified licensed teachers, and 3 Native language teachers, and 1 Supervisor who serve the ELL title 3's population at Norman Thomas High School.

Trips will be planned by the teachers and students. Some of the partnerships and trips to be scheduled are: Repetorio Español, City Center Young Peoples Dance Series, Metropolitan Museum of Art, and the Morgan Library Museum, A SUNY College, Washington D.C.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PROFESSIONAL DEVELOPMENT:

Rationale:

The teaching and administrative professionals, who serve the target ELL beginners through intermediate levels, are slated for professional development. The purpose is to expand the classroom instruction to include multi-methodologies and academic support for the ELL students. These administrative and teaching professionals need exposure to the best teaching practices including multi-sensory ways of presenting conventional subject areas.

DATA:

Regular school professional development occurs on designated days. It is very important that the region provides support in the following areas: on-going professional development in teaching low literacy students, interdisciplinary lesson development, application of Cooperative Learning Method and implementation of technology within the classroom such as smart boards. Some teachers both from the ESL and Foreign Language Department attend two in house TeenBiz3000 training workshops.

These professionals target the ELL population at NTHS. 340 students comprise the ELL learners from grades 9-12. ELL beginning and intermediate level students are targeted, but not limited to those students in the advanced level.. The languages of instruction for the Title three program are primary Spanish and English. The teaching and administrative time is from 2:50 through 5:00 pm twice per week. The program starts from Oct. 04, 2010 through June 09, 2011. All state and city licensed ESL (2), Bilingual (4), and Native language (3) teachers, and 1 Supervisor serve the ELL title 3 population.

PARENTAL INVOLVEMENT:

Parental involvement will most directly be the responsibility of the Guidance. This is the best way to help make parents more aware of their child's educational life is to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend. The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion. A total of 8 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor. Success would be measured in parent attendance of workshops, successful outreach, and better student performance in all classes. Target number of parents is 370. But, a realistic number of approximately 100 parents is expected because many of the parents do not live in the neighborhood and work multiple jobs. Refreshments will be served. Materials include brochures on graduation requirements, trips, and other involvement opportunities, academic progress and disciplines.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$25,200	504 hours of per session for ESL and General Ed teachers to support ELL students: 504 hours x 50 (current teacher per session rate with fringe) =
	\$12,600	252 hours of per session for ESL and General Ed teachers to support ELL students: 252 hours x 50 (current teacher per session rate with fringe) =
	\$4,664	88 hours of per session for supervisor to support ELL students: 88 hours x 53 (current supervisor per session rate with fringe) =
	\$432	8 hours of per session guidance counselors to support ELL students: 8 hours x 54 (current teacher per session rate with fringe) =
Purchased services - High quality staff and curriculum development contracts.	\$701.00	Trip fund
	\$604.00	Partnerships
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$970.00	General Supplies
	\$565.14	Mini Library / Textbooks
Educational Software (Object Code 199)	\$12,050.00	Teen Biz
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our data on parents/guardians indicates that approximately 70% require interpretation and/or translation for all documents provided by the school. Of those 70%, 66% require translation in Spanish.

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

We have a need to translate all documents sent home, especially those that require a response. Without those services, we cannot expect the return of any important material.

Since 78% of our population is Hispanic, our findings tell us that sending out all memos, letters and other information in English and Spanish is sufficient to inform all parents of all events. In addition, we insure that someone that can speak Spanish is always available to answer telephone inquiries. This information is shared with parents using our website and parent newsletter that is mailed and distributed at the first PTA Meeting.

Part B: Strategies and Activities

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

We use a combination of in-house school staff and parent volunteers. For written material our Assistant Principal Foreign Language provides the translations into Spanish for our student calendars, letter that are sent home indicating both good and poor achievement by students, opt-out letters for military and condoms and opening letters to parents/guardians for each new school year. These letters are sent in dual language to all parents. For our phone messenger service, our Assistant Principal records the message each week in Spanish, and the phone messenger system sorts the languages by surname.

Parent volunteers are used to interpret at all PTA meetings and Parent-Teacher Conferences.

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

Oral interpretation services are provided by parent volunteers as described above.

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

Parents' Bill of Rights and Responsibilities are translated into Spanish and sent out with the opening day packet to all parents/guardians. They are available in both languages at the first PTA Meeting as well. Signs at the entrance to the school are interpreted in several languages. The Safety Plan contains procedures for ensuring that parents in need of language services can reach the school's administrative offices. At this time we have no parents that require assistance in any language not covered.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,842,960	\$342,063	\$2,185,023
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$18,429	\$3,420	\$21,849
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$92,143	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$184,296	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

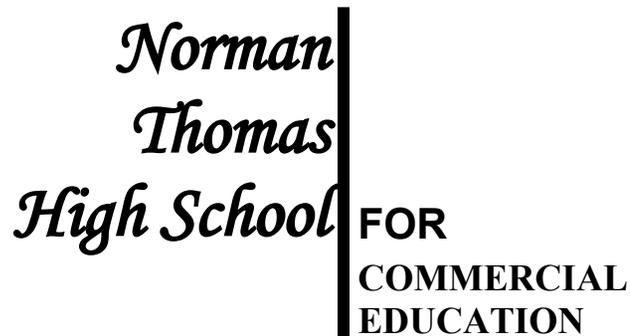
N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.



**New York City Department of
Education
111 East 33 Street at Park Avenue
New York, New York 10016
Telephone: (212) 576-0500
Fax:(212) 545-9648
Philip M. Martin Jr., *Principal***

School-Parent Involvement Policy

The mission of Norman Thomas High School is to provide the support needed to enable Parents to become active partners in the education of their child. To that end, Parents are provided with the resources to accomplish this goal in a number of ways.

They are as follows:

- **Orientation Program includes Parents in June**
- **Parent-Teacher Conferences**
- **School Leadership Team Activities**

- **Assembly Programs**
- **Grade Level Curriculum Nights**
- **College Nights**
- **Parent Association Meetings**
- **Title I Parent Meetings**
- **Title III Parent Meetings**
- **Saturday Adult Programs available at the school**
- **Monthly Parent Newsletter**
- **Monthly Information Postcards**
- **Conferences with Guidance Counselors**
- **Parent Workshops on Financial Aide and the College Process**

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities

Norman Thomas High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - a. Use highly qualified teachers to assist facets of learning as per No Child Left Behind.
 - b. Develop and implement curriculum that meets NYS Learning and NYC Performance Standards.
 - c. Use the goals, objectives and strategies addressed in the school’s Comprehensive Educational Plan to increase student achievement.
 - d. Use all available technological resources to make the school a 21st Century learning environment.
 - e. All teachers will work collaboratively in/or out of a common planning session to meet the needs of each individual student.
 - i. Use personalized methods of instruction where necessary to meet the needs of all learners

- ii. Use data to inform and improve the delivery of classroom instruction.
- iii. Share best practices and provide professional development.
- iv. Use High Schools that Work and Small Learning Community (SLC) strategies and initiatives to improve instruction and student achievement.
- v. Guidance will work collaboratively with the SLC in supporting the needs of all students.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- a. Parent-Teacher conferences are held twice annually: Fall and Spring Terms. Parents are provided with two options, evening and afternoon.

2010-2011 Dates: Fall: October 29 and 30, 2010
 Spring: March 2011 TBD

- b. Parents are encouraged to meet teachers during common planning time to discuss the student's academic and behavioral progress.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- a. Reports cards are distributed three times a semester – six times during the school year.
- b. Teachers send out progress reports and/or letters prior to the end of each marking period. Progress reports can be automatically generated through the school student information system, **Daedalus**
- c. Guidance counselors arrange meetings during common planning time with parents and teachers for students at-risk.
- d. Parents are invited to events/activities for students with honors.
- e. Student progress reports are available for parent review via ARIS (internet-based portal through the school's website www.normanthomashs.net).

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. The school employs a parent coordinator who serves as a liaison between the staff, the parents, and the community.
- b. Via the school's website, parents will have the opportunity to contact teachers directly.
- c. Staff member are available to meet with parents during common planning time for individual student needs.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- a. Volunteer through the Parent Association and the Parent Coordinator.
- b. Volunteer to serve on committees throughout the school, which may require parent participation and/or decision-making. For example, the School Leadership Team.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.

- My child will attend school each day on time.
 - All absences longer than 2 days will be documented with a letter or doctor's note.
 - Will contact necessary individuals to confirm undocumented absences.
- Making sure that homework is completed.
 - I will monitor my child's workload and ensure that all assignments are completed on time.
 - I will provide my child with the support and tools necessary to complete homework assignments.
- Monitoring amount of television their children watch.
 - I will set limitations on the amount of television my child can watch.
 - If possible, I will set parental controls on the television programs.
- Volunteering in my child's classroom.
 - I will try to be more active in the school community.
 - I will attend and participate in school-based activities.
- Participating, as appropriate, in decisions relating to my children's education.
 - I will complete The Learning Environment Survey
 - I will attend all conferences my presence is requested.
 - I will respond to all correspondences from the school.
 - I will complete and return the school's free lunch and reduced lunch application and blue student information and emergency card.
- Promoting positive use of my child's extracurricular time.
 - I will ensure that my child attends PM school if needed.
 - I will promote my child's involvement in after school activities, including but not limited to, sports, clubs, and field trips.
 - I will recommend that my child apply for part-time jobs through the school's job and career center.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 - I will visit the school's website on a regular basis.
 - I will open, read and respond to all correspondences received from the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Page 10

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We realigned math, science and social studies curriculum to enhance student learning and achievement as measured by regents scores.

Science- Created a third term of living environment and chemistry to assist those students that had difficulty passing the state regents exams.

Earth science programming was instituted as the second lab science instead of chemistry.

Chemistry is the third lab science and forensics has been added as an elective. Physics programming was eliminated.

Math – Math honors classes were created for students that already passed the Algebra and Geometry Regents enabling them to pursue an advance regents diploma.

Social Studies – Fourth year students that have failed to achieve passing scores on either of the History Regents have been placed in History classes geared towards helping these students pass the global and US Regents.

Through NCLB and Title I funding, on site SES services are provided to all eligible students; by Sports and Arts in Schools Foundation to enhance literacy skills in Math, Science, History and Social Studies. We also provide at home online tutoring.

We have created student opportunities for credit accumulation and credit recovery. We have offered Winter School, PM School, June School and Weekend School. We have partnered with other educational programs to offer our students opportunities to learn in virtual school with online, 24/7 access.

3. Instruction by highly qualified staff.

All staff hired must be highly qualified by the standards set up by the state and city.

Highly qualified staff present in the building are being retained as per contractual obligation. Interviewing to fill shortage areas is being completed. Interviewers and the hiring manager are aware of the need to hire highly qualified staff. Teachers are designated to deliver instruction in their license area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development is provided to all staff by High Schools That Work and the CLSO in a variety of areas designed to improve academic performance by all our students. APs and teachers provide PD during common planning time.

High quality and ongoing professional development is offered for teachers, principals, assistant principals, paraprofessionals, pupil services personnel and other staff to enable all children in the School-wide Program to meet the State's student academic standards.

Programs include in-house delivery of professional development by principals or lead teachers

Introduction of professional development from outside vendors.

Follow-up activities to promote acceptance generalization of the professional development

Assessment by principals to determine if professional development trainings are being utilized in the classroom to improve the delivery of instruction to the students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Through the interview process, partnering with Teach for America and Teaching Fellows, we insure that we can attract only the best and most qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Our PTA and Parent Coordinator are heavily involved in recruiting parents to get involved with our school. In addition, the DOE offers adult classes at our building on Saturdays and our parents are invited to participate.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teacher participation on the School Leadership Team and teacher leader roles assumed within our SLC structure insure teacher inclusion in the decision making process. We use Acuity assessments and past Regents analysis to predict and inform Regents instruction. Teachers are trained and encouraged to review Aris and Daedalus to review performance trends for students across subjects enabling differentiated instruction.

The school has been sectioned into four small learning communities. The first period of each day has been allocated for meetings by the small learning communities to discuss student progress, assessments, student work and provides the opportunity to explore interventions that will support both individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We use Acuity assessments and past Regents analysis to predict and inform Regents instruction. Teachers are trained and encouraged to review Aris and Daedalus to review performance trends for students across subjects enabling differentiated instruction parental involvement is sought as necessary to facilitate student progress. Students and parents are familiarized with AIS services provided by Norman Thomas High School on both weekdays and Saturdays. Parents are also advised of opportunities to pursue SES Services, provided after school, by Sports and Arts in Schools Foundation.

Students having difficulty succeeding will be reviewed by small learning community during common planning time meetings. Students may also be subject to a review by the child study team.

Students progress is being monitored by teachers, department heads, SLC program chairs, counselors and the Principal to facilitate academic success for all students. Students needing additional support will be engaged in tutorial (AIS) services, credit/learning recovery courses, castle learning prep courses and online instructional courses.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a school with CTE programming, we provide job services and internships. Our Nutrition Committee meets monthly to discuss the needs of our students. Our Attendance Committee keeps track of all students with housing needs including those that are in temporary housing to insure their needs are met. Our partnership with Bellevue Hospital for our School Based Health Clinic provides us with services that include AIDS training, STD workshops and daily routine medical care. Conflict mediation is provided by in-house staff.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,842,960	✓	
Title I, Part A (ARRA)	Federal	✓			\$342,063	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$59,100 (FY’10)	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$416,070	✓	
Tax Levy	Local	✓				✓	

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS Not Applicable

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring (Advanced) **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

English language arts

Though our statistics for ELA regents improved, we did not make AYP

Over half our students come into our building atleast three grade levels behind in reading ability. This limits our overall success with the English regents.

Math

The math department made safe harbor in all categories but because last years graduation rate was too low, we could not make use of safe harbor and were subject to the higher absolute standard

Graduation rate

Policies of the previous principal hindered student progress for students that did not pass the Regents exams.

Student progress

Policies of the previous principal hindered student progress for students that did not pass the Regents exams.

School Under Registration Review (SURR)

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See page 10

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Professional Development is provided to all staff by High Schools That Work and the CLSO in a variety of areas designed to improve academic performance by all our students. APs and teachers provide PD during common planning time.

High quality and ongoing professional development is offered for teachers, principals, assistant principals, paraprofessionals, pupil services personnel and other staff to enable all children in the School-wide Program to meet the State's student academic standards.

Programs include in-house delivery of professional development by principals or lead teachers

Introduction of professional development from outside vendors.

Follow-up activities to promote acceptance generalization of the professional development

Assessment by principals to determine if professional development trainings are being utilized in the classroom to improve the delivery of instruction to the students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We are not hiring new teachers

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will notify the parents using the mandated SINI letter.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix. NOT APPLICABLE

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

23 students are currently in temporary housing

2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing are provided with supplies to support their academic success.

Students in temporary housing are invited to make use of our in-house collaboration with the Bellevue medical clinic. In addition to access to a guidance counselor Students in temporary housing receive services from a school social worker.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Norman Thomas High School					
District:	2	DBN:	02M620	School		310200011620

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		75.2	74.8	71.5
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.2	94.7	93.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.5	71.3	76.8
Grade 8	0	0	0				
Grade 9	1054	998	469	Students in Temporary Housing - Total Number:			
Grade 10	664	662	693	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	294	336	349		16	219	77
Grade 12	124	136	224				
Ungraded	1	7	8	Recent Immigrants - Total Number:			
Total	2137	2139	1743	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					64	52	41

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	126	117	115	Principal Suspensions	310	166	58
# in Collaborative Team Teaching (CTT) Classes	69	106	91	Superintendent Suspensions	148	139	61
Number all others	128	94	93				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	651	1320
English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	207	196	TBD	Number of Teachers	129	127	131
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	54	53	36
# receiving ESL services only	145	121	TBD	Number of Educational Paraprofessionals	1	1	17
# ELLs with IEPs	39	64	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	226	243	690	% fully licensed & permanently assigned to this school	100.0	97.7	98.5
				% more than 2 years teaching in this school	85.0	81.5	69.5
				% more than 5 years teaching anywhere	72.9	80.8	80.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	88.5
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers	96.8	94.0	96.9
Black or African American	25.8	27.1	27.4				
Hispanic or Latino	69.6	67.2	68.8				
Asian or Native Hawaiian/Other Pacific	2.9	3.2	2.0				
White	1.3	1.4	1.6				
Male	51.1	50.7	51.6				
Female	48.9	49.3	48.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year 1						
Corrective Action (CA) – Year 2						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	50
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				vsh	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
Student groups making				1	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	F	Overall Evaluation:					NR
Overall Score:	36	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 305	District 02	School Number 620	School Name Norman Thomas
Principal Philip Martin, Jr.		Assistant Principal Benny Urena	
Coach Philip Martin, Sr.		Coach Lou Matta, APO	
Teacher/Subject Area Angelica Vazquez, Spanish		Guidance Counselor Daniel Crossa	
Teacher/Subject Area Thomas Reid, ESL		Parent Dominicana Taveras	
Teacher/Subject Area Vicent Blum, Social Studies		Parent Coordinator Debora Knight	
Related Service Provider type here		Other Patricio Delgado, Dean	
Network Leader type here		Other Julie Finkler, Community Assoc	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1780	Total Number of ELLs	300	ELLs as Share of Total Student Population (%)	16.85%
------------------------------------	-------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Norman Thomas has two program choices, ESL and Bilingual (Spanish) Programs. When students are admitted to our school they are routed through Ms. Kenya Damon, AP Guidance, where parents fill out the Home Language Survey, emergency blue card and lunch form which is then passed on to Mr. Benny Urena, Foreign Languages, ESL and Bilingual Assistant Principal to examine the HLIS and the parent interview process. Interview is conducted in Spanish. Mr. Urena administers the LAB-R and also the Spanish LAB (Spanish Lab to Spanish speakers) The LAB-R is administered if the HLIS indicates that another language is spoken at home. If the result of the examen indicates that student is eligible for ESL services, parents are invited to an orientation session. The parent receives a developed form by Mr. Urena. Parents also view the video in which they are informed of the different program choices.

2. The structures that are in place at Norman Thomas HS to all parents are: First, the parents report to room 635 to see Ms. Damon, where the student's credentials are carefully reviewed. Thereafter, the parents report to room 713 to Mr. Urena for an oral interview and the viewing of the video. In addition, the student writes a paragraph in Spanish to determine his/her literacy level. From there, the parents have a clear understanding of their rights and student's rights. Also, during the interview, the parent receives literature of the required materials his/her child need for school. At the conclusion of the interview, the Lab-R is administered if another language is spoken at home, and the Spanish Lab is to the Spanish speaking students if the HLIS indicates that another language is spoken at home.

Once the student has been screened, Mr. Urena programs the students for ESL and Native Spanish Classes. Then the parent sees Mr. Crossa or Ms. Lamaze, the academy's Guidance Counselors, to complete the programming process. Finally, The parent takes the student to room 1020 to Ms. Mundle, School Nurse, to review the student's medical and vaccination histories.

The following day, the student reports to school and picks up his/her program in room 110. At the end of the day, a school tour is given to both parent and student. The next day, the student hands in their completed lunch form application to Ms. Finkler, the academy's Community Associate. Ms. Finkler, then provides the student with the semester Metrocard.

3. Entitlement letters and Program Selection are filled out after reviewing the video both mailed (with a self addressed and stamped envelope) and/or hand delivered by the child to all parents. Phone calls are made by Ms. Pichardo, Community Assistant, to ask parents to mail back the Entitlement letter or send it with their child. In addition, we collect documents during parent teacher conferences.

4. Once these documents are received, they are delivered to Ms. Damon in room 635 to be filed in the student's folder. ESL is delivered at three 45 minutes per day periods for beginners, two periods for intermediates, and one each period last 45 minutes plus an English class for advanced. Also, all students are programmed for Spanish Native Language or Heritage classes.

5. Once it has been administered that the child is an ESL or a Bilingual candidate, (as per the HLIS), Mr. Urena administers both the LAB-R and the Spanish LAB. By reviewing the Parents survey parents select both ESL Program and Bilingual classes. The trend, however, has become stronger for parents to opt out of Bilingual classes, especially the longer term ELL students. .

6. . Parents are informed of their child's placements during the interview process. Both programs are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										8	8	8	8	32
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	9	9	9	9	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	381	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	15
SIFE	58	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	231

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	57	14	1	51	26	3	26	11	12	134
Dual Language										0
ESL	10	0	7	26	0	13	57	2	12	93
Total	67	14	8	77	26	16	83	13	24	227

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish										69	116	34	26	245
Chinese												2		2
Russian											3			3
Bengali										2	1			3
Urdu														0
Arabic											1			1
Haitian														0
French											2			2
Korean														0

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	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish											1			1	
Other											2		3	5	
TOTAL	0	0	0	0	0	0	0	0	0	0	71	126	36	29	262

**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																		
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										49	58	16	8	131
Chinese												2		2
Russian											3			3
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											3		3	6
TOTAL	0	49	67	18	11	145								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a and b. The organizational models for instruction delivery is departmentalized by block, ungraded and homogeneous. ESL is delivered at three periods for beginners, two periods for intermediates, and one period plus an English class for advanced. Once parents have gone through the Region and registered their child and the student shows up at NTHS, the student proceeds through guidance and then the ESL Coordinator administers the LAB test as well as a second language test for placement purposes. Letters are sent out informing parents of program eligibility.

2a. All ELLs receive NLA period according to their levels and fluency: Bilingual students are programmed for Native Spanish Classes, and ESL students are programmed for Heritage classes. Beginner levels receive three 45 minutes ESL instruction per day; Intermediate levels receive two 45 minutes ESL instruction per day; Advance levels receive one 45 minutes ESL instruction per day and 45 minutes ELA per day and one 45 minutes NLA instruction per day.

One of the problems in the NLA classes is that students who are doing poorly on the Reading and Writing NYSESLAT also exhibit weaknesses in those modalities in the Native language. Teachers are bringing more literacy related activities into their classrooms. Students

are required to read at least two books of their choice outside the class and maintain and keep a writing journal. After reading the books students give oral book reports using student created visual aids. Teachers have worked arduously to place students in a proper level Native Language class. About 20 students have been identified as illiterate in the Native Language. As a result, A Native Language Level 1 and 2 have been approved by the Norman Thomas Accreditation Committee and have been in affect since September 2005. Norman Thomas also has the honor to have been selected for the Teenbiz3000 Literacy Program. At the present time there are about 250 students taking advantage of this unique program. The students are required to visit the Language Lab twice a week in school and at least once a week outside the school's regular schedule. Students registered at the beginning levels, especially those arriving from a new country, are scheduled to visit the language lab three times a week. These students use the Rosetta Stone software in which they are exposed to visual and direct instructions.

3. In the Bilingual Spanish program, the students are programmed for Sciences, Social Studies, US History, Government and Mathematics in their native language.

In the ESL Program, the students are programmed in Science, Social Studies, US History, Government and Mathematics in English. Native Spanish Language is provided to all the students in the bilingual program, and Heritage Spanish Language is provided to all the students in the ESL program except for those students whose home language is not Spanish. These group of students will complete their language credit requirements in two ways: One, they can be scheduled to take Spanish or French; two, they can be evaluated in their native language and assist them to take the Language Regents in another schools with the cluster. Overall program design is attempting to incorporate arts curriculum throughout the ESL process primarily as experience in which the students can use the four language modalities. The strategies are Cornell Note Taking, Differentiated Instruction, Graphic Organizer, Interdisciplinary Lesson Planning, and Pair/Group activities.

We have partnered with Henry Street Settlement, the Frick Collection, and the Paul Taylor Dance Company, Repertorio Espanol, Museo del Barrio, Educate Online, Champion Learning Center, Sports and Art, Metropolitan Museum, Opening Act Theater Inc. and Hispanich Scholorship Fund. Teachers are using more audiovisual aids, digital video cameras, and advanced language software. Teachers in small learning communities have common prep periods for interdisciplinary planning, differentiated instruction lesson planning, rubrics, essential questions, rigors, teachers inquiries, graphic organizers, UbD, Accountable Talk Teaching Method and Bloom Taxonomy.

4a. At the present time we have about 40 SIFE students so we can't offer a specific program. However, the school has made an effort to keep those students in school through home calls made by bilingual staff, mailing letters and placing them in small classes. Furthermore, they have been registered for the Title III after school or the Success Academy school which does have relatively small classes. The school is also home to the first computer language lab that uses Rosetta Stone software which allows students the opportunity to practice the four modalities at their own pace; for the more advanced students the Teenbiz3000 literacy online program

4b. All newcomers who have been registered are encouraged to attend Title Programs which have developed a partnership with Henry Street Settlement. Henry Street provides a rich curriculum that incorporates arts based activities that uses all four modalities with a specific emphasis on literacy skills

4c. One of the major challenges for students in their 4-6 years is their inconsistencies in attendance, students who come and go between their countries a number of times in their academic life, poor work habits, weak parental involvement and guidance. The ESL program is making a tremendous effort to get our community of students involved. As a consequence we have integrated into our curriculum a close relationship with not only Henry Street, but also the Frick Collection. Museum staff visits our classes and our students visit the Collection and make first hand writing responses to what they experience. Project Arts has connected several of our classes with the Paul Taylor Dance Company. The curriculum has been further developed by increasing technology in the classrooms through the use of digital video cameras, televisions, radios, overhead projectors, and music. Content area text books have become our primary pilot for all levels. We are in the process of making sure every ESL class has a mini-library to offer greater reading variety at all levels. All ESL teachers have been given NYSESLAT packets to incorporate into their classroom teaching.

Students have become more aware that the NYSESLAT test is the only way to place out of ESL and are taking the test more seriously. We feel that a number of students failed last year because they were absent for one or more sessions. We have open communication relationships between academies to see how we can better support those students who have met the exiting criterias within the ESL or Bilingual program.

4d. We have open communication relationships between academies to see how we can better support those students who have completed 6 years or more within the ESL program. If the students arriving to us from Junior High School are still in the Bilingual program, we interview both parents and students to see if they have developed enough English fluency and understanding to withdrawl them from the Bilingual Program. What has been found from the interview is that the students are kept in the Bilingual program, but they have not had the support in their Native language (Spanish) or did not have the Native language(Spanish) in Junior High School, so they tend to be more proficient in

the English language. At the present time, we review all student's transcripts and check the years of the students in the program. Thereafter, we call parents and students to conduct a interview. During CPT (Common Planing Time), all teachers are planning interdisciplinary lesson to increase their reading and writing skills.

4e. All students who have been identified as Resource or Special Education require close cooperation with the Special Education Assistant Principal where those students receive the same support as non-Special Needs ones. By looking at the student's IEP the school leadership and teachers can provide the students with the services they need. The students receive their mandated counseling provided both by Ms. Lamaze and Mr. Crossa. Mr. Galeano is in charge of those students in Resource room. He has implements the push-out model because the students feel more comfortable. The Special Education Assistant Principal, Mr. Monheit, support Mr. Galeano in understanding the IEP. Mr. Monheit provides ongoing workshops to all Special Education teachers within Norman Thomas.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Once in ESL 5, students are placed in an English class appropriate to their grade level. However, this has created problems for some students. At this point we are working closely with the English AP to implement a paired transitional class that focuses on ELA Regents preparation. The paired class will have the same students and an ESL and an ELA teacher working together. The English, Math, and other content areas curricula have been aligned to better serve our ELL population. There are two groups of ELLs: The ESL and The Bilingual Spanish. Programs such as Castle Learning, Champion Learning Center, Educate Online and Title Three are available to all ELLs in all disciplines. Those students who need a more restrictive learning environment are programmed for the Success Academy. There, the number of students in class is smaller and the teachers can work on a one-one basis. The students take fewer classes and have a shorter school schedule. These services are available in Spanish and for ESL students.

6. Once the students are tested proficient in the NYSESLAT, they are supported by the leadership team at Norman Thomas High School. What has been found along the year is that the students are still taking advantages of all available support within the schools in terms of tutoring services during and after school hours. The students receive additional support in tutoring during the T3 after school program; teenbiz3000; Sports and Arts; Educate Online; and Champion Learning Center tutoring programs. They also receive guidance for in terms of graduation requirements such financial aid, scholorships, college applications, college cover letters and resume.

7. For this year, two Smart Boards have been ordered to be used in the Title 3 After School , along with TV, Visual Transparencies, maps, dictionaries in English and Spanish, Rusian-English, Bengali-English and Chinese-English. We still need more technology available to the students in our Academy to bring the level of our instruction into the 21st Century. The principal has also ordered laptops for instructional purposes. Laptops are available for students to conduct research, to complete their assignments, prepare college cover letter and resume. These laptops will be used for the Title Three afte school program in which the students can continue the use of the Teenbiz3000 Differentiated Instruction program. The program and services for Ells will continue in order to support the new curriculum and align it with other subject areas, new textbooks have been purchased. The Shining Star program develops the students' English skills needed in the different content areas. Each unit has selections about a variety of topics, including science, social studies and math. Beginner's Level begins with the textbook: Key to Learning; Intermediate Level begins with the Introductory levels A and half of level B. Advanced Level begins with Textbook Level B, and C. Five sets of Getting Ready for the NYSESLAT Review Textbooks have been distributed among teachers. In the classroom, students are exposed to fiction and non-fiction genres. Mini-libraries (grade reading levels 6-8) selections have been purchased

and placed in classrooms. By the year 2010-11, all ESL classrooms within Norman Thomas will have a Mini-library selection. Twice a week students will be scheduled to visit the Language Lab where the students immerse themselves in their studies of the English language through the Rosetta Stone Software and the online Teenbiz3000 literacy program. Students move on as they progress in each given unit. Beginners and Intermediates students also are registered for the Tuesday and Thursday Title III Enrichment Programs.

8. None of the programs of services will be discontinued.

9. All the students within the Empire State Academy take advantage of all school programs, parties, trips, PSAT, SAT, Winter and Spring Break Schools, Honor Roll, Student Government and College Fairs.

10. The students receive assistance in content areas (Science, Social Studies, and Math), as well as in NLA, and ESL four Modalities. We are also using digital video cameras in the regular class room and in the Title III after school. Various artists are provided by Henry Street Settlement to work with the students in the after school program. The digital Video cameras are used in project presentations. After the students have recorded themselves, they can view the outcomes. It helps them in their conversational skills as a public speaker. Teachers use Overhead projectors, LCD projectors and cassette tapes.

11. Native Language instructions support the English, ESL and content curricula. During CPT(Common Planning Time), teachers plan interdisciplinary lessons. Our main goal is to increase reading and writing skills across all disciplines. Native Language Arts is an important component in the student's program for it gives the teachers the opportunity to explain to the students what was taught in their content area classes. The teachers also can support other content area teachers in vocabulary building such as in Science, Global Studies, US History and Government and Math.

12. Services support is done by grade level and ages and includes student government, program changes, guidance counselor's visits to the classroom as well as graduation requirements. The services, support and resources are purchased by grade levels, skills addressed in the NYSESLAT and ages of the students, such as reading materials, films and transparencies.

13. All newly enrolled ELL students and parents of those students must attend the school freshman orientation day. In this orientation, parents are informed of the school's culture, curricula, environment, expectations and everything they need to know academically and personally about our school. The Day is divided into two groups: One for parents and one for students. Parents usually are divided into small groups where they can ask questions and get information in reference to the services our school offers. The students get into classrooms where they take the English, ESL and Spanish Placement Tests. At the end of the day, the students and parents take a tour around the building to show them the classrooms, cafeteria, library, nurse, auditorium and other important offices they must know in school.

14. There are only two language electives at this time, Spanish and French.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We have had professional development at the Frick Collection to get teachers familiar with the resources available there. Henry Street has given the Title III teachers professional development in working with their artists. Regular school professional development occurs on designated days. It is very important that our network leaders provides support in the following areas: on-going professional development in teaching low literacy students, interdisciplinary lesson development, and application of Cooperative Learning Method. Some teachers, both from the ESL and Foreign Language Department, have attended the 5 day Qtel Workshops as well as Scaffolding Workshop and a two hour workshop sponsored by TeenBiz3000.

2. Ongoing workshops are provided to staff to assist ELL to transition from middle to high school. During the first week in September, all teachers and personnels responsible for ELLs at Norman Thomas High School are required to attend an assembly. During this assembly, teachers are provided with a "Teacher's Guide" to assist them with academic and non-academic issues. Teachers receive training on ARIS. This way they are able to look at the student's Junior High School academic history, which assists them in differentiating their daily instruction, assessments and grouping.

3. For election Day, November 2, 2010, the teachers will participate in the High Schools that Work Workshops: Differentiated Instructions, Classroom Management, UbD, Data Analysis to Drive Instructions and Interdisciplinary Teaching Lesson Planning. From here, the teachers will start accumulating their 7.5 hours minimum requirement.

E. Parental Involvement

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

1. Parental involvement will most certainly be the responsibility of Guidance. This is the best way to help make parents more aware of their child's educational life--to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students and to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend (New school year assembly, Seniors Assembly). The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion (agenda and program will be available). A total of 10 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor.

Success would be measured in parent attendance of workshops, successful outreach, and better student performance in all classes. Target number of parents is 370, but a more realistic number of approximately 100 parents is expected because many of the parents do not live in the neighborhood and work multiple jobs. Refreshments will be served. Materials include brochures on graduation requirements, trips, and other involvement opportunities. Also, parents and students must attend the school Orientation Day. This is an all day orientation in which the students and parents are informed of the school's policies and regulations. A tour of our school building is conducted. During the first week of school, there is an assembly for all ELLs. There, the students review the Academy's expectations such as discipline and academic.

2. The school is partnered with the Hispanic Scholarship Fund. This organization provides literature in both Spanish and English that educate parents and students about what they need to know about the college application process, PSAT prep, SAT, Financial Aid, researching colleges, writing admission college essays and resumes. The Repertorio Espanol Inc. provides one Theater Teacher who come to the classroom to do 4 in-class workshops with the Drama Spanish Teacher and the students. There, the students learn to improvise, act, lighting, customs, sounds and staging. Achieve3000 provides two instructional workshops for teachers in the implementation of the Teenbiz3000 program.

3. There is a very good communication between the ELLs parents and the Empire State Academy. Parents express their need through phone calls or in writing. During the initial interview Mr. Urena advises parents to call or visit the school any time they need anything.

4. Parents usually request letters that prove that their child attend our school, especially when the parents are applying to receive public assistance but also for counseling and social workers. The activities scheduled for parents address mostly their concerns which deal with school safety and curricula, acquiring documentations for government agencies, during/after school programs, school regulations, conduct and consequences, programming, attendance, Metrocards, lunch forms, medical(Social Workers, Pshycologist, Resource Room, and Guidance Counselor). As stated previously, during School Orientation Day, all the above mentioned activities address the needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										38	72	19	6	135
Intermediate(I)										61	95	28	37	221
Advanced (A)										48	78	22	10	158
Total	0	0	0	0	0	0	0	0	0	147	245	69	53	514

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										16	35	7	5
	I										15	21	6	10
	A										3	4	3	1
	P										39	62	19	13
READING/ WRITING	B										18	36	7	5
	I										31	47	14	19
	A										23	38	10	5
	P										1	1	1	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	23	53	2	6
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	94			
Physics			13	
Global History and Geography				
US History and Government	84		64	
Foreign Language	26	40	26	40
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1.All students registered within the ESL or Bilingual programs must attend the Language Lab twice a week. The first day in the Lab, the students take a pre-assessment reading comprehension test. From the results, the students are programmed according to their reading levels. All daily articles are presented to the student at his/her level. At the end of 6 months, the students take a post-assessment reading comprehension test. Last year, 90% of the students who took advantage of the Teenbiz3000 program went up 2,3, or 4 reading grade levels. The teachers can evaluate the students data and analysis to see how far or how close they are in meeting the State Standards. The teachers can then address those standards in their daily classroom lesson planings. Teachers also can manipulate the reading levels of each student. Therefore, if a student is getting 100s, then the teacher can readjust the student's reading level up to challenge the students. The students also take the English Placement test provided by the English AP. Once this data is available, then students are programmed for the Ramp Up English classes or for the single period classes.

2.During 2010, 22% of our 9 grade level students scored at the Beginner Level in listening and speaking; 21% of our 9 grade level students scored at the Intermediated level in listening and speaking; 4% of our 9 grade level students scored at the advanced level in listening and speaking; and 53% of of our 9 grade level students scored at the proficiency level on the NYSESLAT. 29% of our 10 grade

31% at the Advanced level; and 3% at the Proficiency level; 17% of our 12 grade level students scored at the Beginner level; 66% at the Intermediate level; 17% at the Advanced level; and 0% at the proficiency level in Reading and Writing on the NYSESLAT.

3. By reviewing this data, we have noticed that our instruction will be heavily weighed in favor of writing and reading, and in developing those skills throughout content areas. This means, teachers must implement the strategies "The Seven Habits of an Effective Reader" and Cornel Note Taking.

4a. The most significant increment has been in listening and speaking scores on the NYSESLAT across all grade levels. However, the reading and writing sections show a continuous lacking at all levels in proficiency. In the classroom, our instruction is heavily weighed in favor of literacy skills and multi-methodology to teach these two skills.

4b. Our teachers have been trained in ESL methodologies, but are lacking in literacy training, differentiated instruction learning style and UbD. Therefore, we need ongoing professional development to enhance teacher's ability to implement literacy in daily lesson planning. We could use support from the school and the CLSO in this regard. In addition, we are trying our best to equip the classrooms for today's technological world. Therefore, providing teachers with the appropriate classroom technology such as smart boards will afford teachers with the tools needed to be connected with the outside world making instruction more appealing. According to Dr. Mary Ann Bell, Assistant Professor of Library Science at Sam Houston State University in Huntsville, Texas: "1. The interactive electronic whiteboard is great for demonstrations; 2. The interactive electronic whiteboard is a colorful tool. Research indicates that students respond to displays where color is employed; 3. The board can accommodate different learning styles; 4. All ages of students respond favorably to board use; 5. One-computer classrooms can maximize the use of limited computer access; 6. Students with limited motor skills can enjoy board use." The school leadership and teachers are using the results of the ELL Periodic Assessments to target those skills the students are not meeting. The school has provided in-school time for teachers to meet and work cooperatively to plan interdisciplinary lesson plans, plan differentiated instruction assignments align to the State standards and around the content areas. Also during this time teachers can look at student work to determine their reading and writing progress.

4c. In regard to the ELL Periodic Assessments, teachers are looking at the questions where the students present the most difficulties. From there, they can address those skills in their daily lesson planning which the students are lacking. The teachers then can plan interdisciplinary lesson in conjunction with the NLA teachers to teach those skills in the Native Spanish classes.

6. The success of our programs is evaluated from different sources of information: Students receiving 10 credits or more at the end of the school year, students moving from Beginner to Intermediate levels on the NYSESLAT, students moving from Intermediate to Advanced level on the NYSESLAT, students passing the ELA Regents examination, Social Studies, US History and Government, Spanish, Science and Math Regents, Advanced Placement Spanish Language Test and students graduation.

Additional Information

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

Norman
Thomas
High School

FOR
COMMERCIAL
EDUCATION New York City Department of Education
111 East 33 Street at Park Avenue
New York, New York 10016
Telephone: (212) 576-0500 Ext. 1602
Fax: (212) 545-9648
Mr. Philip Martin, Principal
Empire State Academy
Benny Ureña, Director
Tuesday, October 12th,, 2010

Additional Information

Dear parents, guidance, and/or tutor:

This letter is to inform you about the after School Title III program which will begin on Thursday, October 21st, 2010.

It is urgent that you encourage your child to come to school everyday and attend this unique program. By doing so, your child has the opportunity to get better results in his/her classes.

It meets every Tuesday and Thursday from 2:50 P.M. to 4: 50 P.M.

The program's purpose is to help with your child's acquisition of the skills that he or she needs to meet graduation requirements and passes more classes. The classes in the tutoring setting are smaller than those from the regular school day, with a maximum of 10 students per class. This allows teachers to give more individualized instruction. The students can complete their homework assignments, class research, projects, and/or have a teacher explain what they did not understand in class.

The attached schedule will help you and your child determine what classes he/she needs to attend to get the extra help he/she needs. Please, encourage your child to take advantage of this unique opportunity.

Snacks will be served.

If you have any questions, please contact Mr. Ureña at 212-567-0500 extension, 1548.

Sincerely,

Benny Ureña, Academy Director

Cc: Mr. Matin, Principal

Norman
Thomas
High School

FOR
COMMERCIAL
EDUCATION New York City Department of Education
111 East 33 Street at Park Avenue
New York, New York 10016
Telephone: (212) 576-0500 Ext. 1602
Fax: (212) 545-9648
Mr. Philip Martin, Principal
Empire State Academy
Benny Ureña, Director

Martes, 12 de octubre de 2010

Distinguidos padres/tutores:

Se les comunica que el Programa Title III comenzará el jueves, 21 de octubre de 2010. Este programa tiene lugar los martes y los jueves de 2:50 a 4:50 de la tarde

Es urgente que usted anime a su hijo(a) a asistir a la escuela todos los días y al Programa Title III. De esta manera, él/ella tiene la posibilidad de obtener mejores calificaciones y de aprobar todas sus clases.

Additional Information

El propósito principal de este programa es el de promover las destrezas de escritura y lectura para que su hijo(a) cumpla con los requisitos de graduación, y acumule más créditos. Las clases de tutorías son más pequeñas que las clases regulares, con un máximo de 10 estudiantes. Los profesores pueden brindarle a su hijo(a) una enseñanza más individualizada y personal. Aquí, su hijo(a) puede hacer sus tareas, hacer investigaciones y proyectos asignados en las clases, o el profesor puede explicarle a su hijo(a) lo que él/ella no aprendió/entendió en sus clases.

Les adjunto el horario que indica las horas, aulas y el profesor que está disponible para ayudar a su hijo(a). Por favor, les pedimos que hablen con su hijo(a) para que aproveche esta oportunidad que se le brinda.

Se servirá merienda.

Si usted desea más información al respecto, por favor comuníquese con el Sr. Ureña llamando al (212) 576-0500 Ext. 1548

Sinceramente,

B. Ureña, Director de la Academia

Cc: Sr. Martin, Director de la Escuela

New York City Office of English Language Learners
02M620(Norman Thomas High School)
May 2010

How are my students progressing towards Achieve3000's 40-Activity usage goal?

Independent research has found that 40 sessions on Achieve3000 solutions is a key benchmark for academic improvement. For significant gains, Achieve3000 recommends that students complete at least two multiple choice reading activities per week, for a total of 80 activities over the course of a ten-month school year. Additionally, in order to be eligible for the LevelSet Interim test, 50% of the students in a school who took the pre-test must complete 40 multiple choice news activities. We encourage you to review the schedule of access for students who are completing less than one activity weekly to ensure that all students achieve maximum benefits.

This report helps you identify students who are not meeting minimum requirements and monitor progress towards interim test eligibility.

School: 02M620(Norman Thomas High School)

	Total Students	Completing
2 Activities Weekly	Completing	
1 Activity Weekly	Completing	
<1 Activity Weekly1	Met 40 Activity Goal	
(Year to Date)	Activities	
(Year to Date)		

Grade: 1

Additional Information

#	User Name	Completing	Completing
2 Activities Weekly	Completing		
1 Activity Weekly	Completing		
<1 Activity Weekly1	Met 40 Activity Goal		
(Year to Date)	Activities		
(Year to Date)			
1	Acosta, Pierina	x	
0			
2	Clark, Aaron	x	
0			
3	Enchauteguis, Eliza		x
0			
4	Enchautguis, Eliza	x	
0			
5	Fernandez, Noel	x	
0			
6	Galva, Jeremy	x	
2			
7	Hernnandez, Ericka		x
0			
8	Jerez, Franklin	x	
3			
9	Pareja, Sergio	x	
0			
10	Reynoso, Isaac	x	
0			
11	Rodriguez, Alex	x	
0			
12	Sanchez, Paola	x	
1			
13	Then, Marleny	x	
0			
14	Torres, Andreina	x	
0			
Grade: 1	14	0	0
		14	0
			6

Grade: 7

#	User Name	Completing	Completing
2 Activities Weekly	Completing		
1 Activity Weekly	Completing		
<1 Activity Weekly1	Met 40 Activity Goal		
(Year to Date)	Activities		
(Year to Date)			
1	Cuevas, Jeffrey	x	x
82			
2	Reinoso, Pablo	x	x
128			

Additional Information

Grade: 7	2	1	1	0	2			210
Grade: 8								
#	User Name	Completing						
2 Activities Weekly	Completing							
1 Activity Weekly	Completing							
<1 Activity Weekly1	Met 40 Activity Goal							
(Year to Date)	Activities							
(Year to Date)								
1	Baez, Chadina		x					x
154								
2	Delgado, Roberto						x	
14								
3	Vasquez, Imelda					x		
2								
4	Zhirzhan, Jennifer					x		
25								
Grade: 8								
	4	1	0	3	1			195
Grade: 9								
#	User Name	Completing						
2 Activities Weekly	Completing							
1 Activity Weekly	Completing							
<1 Activity Weekly1	Met 40 Activity Goal							
(Year to Date)	Activities							
(Year to Date)								
1	Abreu, Sheila					x		
0								
2	Acuria, Derreck					x		
0								
3	Adderley, Raseen					x		
0								
4	Agrinsonsis, Juan					x		
0								
5	Alcantara, Sylvia			x				
26								
6	Alexander, Hernandez						x	
1								
7	Ali, Aroz		x				x	168
8	Alkoba, Mohammed			x				x
133								
9	Almanzar, Freco					x		
0								
10	Almanzar, Omar					x		
0								

Additional Information

11		Alvarez, Jonnathan	x				x
	117						
12		Ambriz, Sara		x			
26							
13		Anderson, Shinequa				x	
	0						
14		Arana, Glendaly	x				
12							
15		Arias, Juan	x				x
92							
16		Baez, Federico				x	
0							
17		Baez, Federico				x	
4							
18		Baez, Tania				x	
20							
19		Bah, Misbaou				x	
33							
20		Balbi, Arismendy		x			
9							
21		Baptisit, Pamela				x	
27							
22		Bello, Michael				x	x
40							
23		Betances, Yarlyeny		x			
27							
24		Biba, Kevin				x	
8							
25		Bonilla, Alver				x	
12							
26		Bueno, Araleidy				x	
16							
27		Burgos, Arianna				x	
2							
28		Cabreja , Nathanael					x
	0						
29		Caraballo, Jessel				x	
0							
30		Castillo, Eddie				x	
11							
31		Castillo, Joseh				x	
16							
32		Cerrate, Pamela		x			x
41							
33		Choudhury, Safwan					x
	0						
34		Clark, Dominique				x	
0							
35		Collado, Jenisse	x				
24							
36		Contreras, Francisco					x
	0						
37		Coradyn, Wendolyn					x

Additional Information

	16				
38		Cornelio, Maria		x	
0					
39		Correa, Arielle		x	
21					
40		Cortez, Arisahi		x	
24					
41		Coss, Christopher		x	
0					
42		Craig, Geneva		x	
4					
43		Cruz, Jadaris	x		x
99					
44		Cruz, Ruvoldys		x	
0					
45		Cuellar, Mario	x		x
46					
46		Dalvin, Guzman		x	
0					
47		Delacruz, Yartalis	x		
38					
48		Deleon, Luis		x	
12					
49		Deleon, Rafael		x	
0					
50		Delvalle, Darex	x		x
65					
51		Dianibel, Rosario		x	
0					
52		Diarrassouba, Massa			x
	38				
53		Diaz, Reymi		x	
0					
54		Disla, Erison		x	x
63					
55		Dolores, Victor		x	
0					
56		Dominguez, Jacqueline			x
	0				
57		Dominguez, Leticia		x	x
	40				
58		Downey, Ilima		x	
0					
59		Duarte, Anthony		x	
0					
60		Duarte, Anthony		x	
0					
61		Duprey, Sheila		x	
2					
62		Equite, Kevin		x	
24					
63		Escano, Ashley		x	
21					

Additional Information

64	Espinal, Cristina				x	
0						
65	Espinal, Cristina	x				
18						
66	Espinal, Cristina				x	x
87						
67	Espino, Bryan				x	
0						
68	Estrella, Yamileth				x	
0						
69	Fernandez, Marie				x	
0						
70	Fernandez, Miechael					x
0						
71	Fernandez, Mikey				x	
0						
72	Ferrerias, Soiender					x
0						
73	Flores, Roxanne				x	
11						
74	Flores, Teodoro		x			
29						
75	Flores, Yarlin		x			
18						
76	Foster, Trevone				x	
4						
77	Foster, Trevone				x	
0						
78	Foster, Trevone				x	
0						
79	Fostre, Trevone				x	
0						
80	Freites, Angelices				x	
0						
81	Gandulfo, Camila		x			
18						
82	Garcia, Monica				x	
29						
83	Garcia, Nelson		x			x
51						
84	German, Luis		x			
7						
85	German, Luis				x	
0						
86	Gomez, Berenice				x	
21						
87	Gonzales, Franklin				x	x
56						
88	Gonzalez, Bibiana		x			x
173						
89	Gregg, Evelyn	x				
28						
90	Hashan, Faishal	x				x

Additional Information

144						
91		Hawn Gainey, Jasmine				x
	0					
92		Heredia, Xavier			x	
8						
93		Hernandez, Erick		x		
14						
94		Hernandez, Ericka				x
	0					
95		Herrera, Shayann			x	
2						
96		Hussain, Nazmul		x		x
50						
97		Idelfonso, Pedro			x	
14						
98		Isaac, Tapia			x	
0						
99		Isabel, Santana			x	
0						
100		Jaquez, Michael	x			
18						
101		Jean Pierre, Michelle				x
	0					
102		Jerez, Franklyn		x		
29						
103		Jimenez, Adderly		x		
35						
104		Jimenez, Christian	x			
36						
105		Jimenez, Clarita			x	x
47						
106		Jimenez, Fernando		x		x
	71					
107		Juarbe, Mark			x	
0						
108		King, Yashshakar			x	
0						
109		Lamouth, Larry		x		
6						
110		Lang, Jamel			x	
0						
111		Liliana, Rodriguez			x	
1						
112		Liliberth, Rodriguez				x
	0					
113		Liranzo, Eridania			x	
0						
114		Liranzo, Ozarys			x	
0						
115		Lopez, Edwin			x	
2						
116		Lopez, Geovanni	x			
19						

Additional Information

117	Lopez, Jendy			x	
0					
118	Lopez, Jordan			x	
7					
119	Lu, Jian Sheng			x	
0					
120	Maldonado, Iran			x	
6					
121	Marchant, Michelle				x
23					
122	Marrero, Henrick			x	
0					
123	Massiel, Morel			x	
0					
124	Mcfaline, Carlos			x	
1					
125	Medina, Jose	x			
16					
126	Medina, Kevin			x	
1					
127	Melvin, Tejada			x	
0					
128	Mesa, Euvelin		x		
27					
129	Miner, Melissa			x	
0					
130	Molina, Kayla	x			
14					
131	Moncion, Baleria			x	
9					
132	Monegro, Franly		x		x
43					
133	Monroy, Fatima			x	
4					
134	Montalvo Mendez, Edwin				x
0					
135	Moore, Alyssa			x	
0					
136	Morales, Alberto			x	
0					
137	Morales, Alberto			x	
3					
138	Morales, Carolyn		x		x
42					
139	Morales, Cristian			x	
0					
140	Morillo, Webster	x			x
114					
141	Munive, Jose			x	x
47					
142	Munoz, Jenny			x	
7					
143	Nelson, Elijah		x		

Additional Information

5					
144	Nieves, Mike			x	
0					
145	Nunez, Kiara			x	
1					
146	Nunez, Luiselys			x	
0					
147	Nunez, Shasty			x	
28					
148	Olivar, Diego	x			x
45					
149	One, Test			x	
0					
150	One, Test			x	
0					
151	Ortega, Angelica			x	
0					
152	Ortiz, Samuel	x			
11					
153	Pabon, Adaris		x		x
79					
154	Pagoada, Gabriela			x	
7					
155	Pamela, Garcia			x	
0					
156	Payano, Fran			x	
2					
157	Pena Reyes, Nikaulys			x	
29					
158	Pena, Saoni			x	
9					
159	Pena, Stephanie			x	
16					
160	Pena, Yohalbys			x	
0					
161	Peralta, Aideth			x	
0					
162	Peralta, Miguel			x	
0					
163	Peralta, Miguel			x	
0					
164	Perez, Ana			x	
6					
165	Perez, Roberto	x			
18					
166	Perez, Rudy		x		
6					
167	Phifer, Stephen			x	
0					
168	Pichardo, Randy		x		
28					
169	Plasencia, Jordanys				x

Additional Information

170	Pobledo, Joshua	x		
12				
171	Polanco, Diantony		x	
0				
172	Portorreal, Juan		x	
0				
173	Ramires, Elaine	x		
36				
174	Ramirez, Alan	x		x
80				
175	Ramirez, David		x	
5				
176	Ramirez, Jennesi		x	
12				
177	Ramirez, Stephany			x
0				
178	Ramos, Jeffrey		x	
1				
179	Reyes, Stephanie		x	
0				
180	Reyes, Yesica		x	
11				
181	Reynoso, Andy		x	
24				
182	Reynoso, Leslyann		x	
33				
183	Rios Santiago, Ferdin			x
0				
184	Rivera, John		x	
0				
185	Robinson, Jarel		x	
3				
186	Robinson, Jarel		x	
0				
187	Robles, Andrew		x	
0				
188	Rodriguez, Brendaliz			x
1				
189	Rodriguez, Christine	x		
19				
190	Rodriguez, Cristin		x	
0				
191	Rodriguez, Elizabeth			x
31				
192	Rodriguez, Josue	x		
35				
193	Rodriguez, Kelvin		x	
3				
194	Rodriguez, Lawrence			x
0				
195	Romero, Daniel		x	
4				
196	Romero, Mariaalexandra		x	

Additional Information

197	11	Rosario, Escarly				x	
18							
198		Rosario, Maria				x	
16							
199		Rosario, Michael	x				x
110							
200		Rosario, Sulieka				x	
16							
201		Ruiz, Destiny				x	
0							
202		Ruiz, Kenneth				x	
0							
203		Sanchez, Meredith					x
0							
204		Santana, Elizabeth		x			x
42							
205		Santo, Valenzuela					x
0							
206		Scott, Bryan				x	
1							
207		Shuzina, Nessa				x	
0							
208		Simon, Veronica	x				
12							
209		Tabb, Alfonso	x				
14							
210		Talledo, Jonathan			x		
9							
211		Tamayo, Junior				x	
33							
212		Taveras, Idaniel				x	
0							
213		Tejada, Esmeralda					x
38							
214		Tenaw, Mekedem			x		
29							
215		Thomas, Keila	x				
37							
216		Torres, Feddy				x	
0							
217		Torres, Kisayrda			x		
14							
218		Torres, Reinyi				x	
11							
219		Traore, Ami				x	
23							
220		Ulmasov, Murodillo				x	
39							
221		Valerio, Evelyn				x	
12							
222		Vargas, Jeffrey				x	
0							

Additional Information

223		Velasquez, Johanna			x			x
	61							
224		Velazquez, Jose				x		
1								
225		Ventura, Mayelin		x				
33								
226		Vera, Robert			x			
32								
227		Villar, Garbin				x		x
91								
228		Yamileth, Estrella			x			x
50								
229		Yasmairi, Hernandez					x	
	0							
230		Zubieta, Ganessa		x				x
	96							
Grade: 9		230	34	36	160	32		4239
Grade: 10								
#		User Name			Completing			
2 Activities Weekly		Completing						
1 Activity Weekly		Completing						
<1 Activity Weekly1		Met 40 Activity Goal						
(Year to Date)		Activities						
(Year to Date)								
1		A, Wael				x		
0								
2		Agrinsonis, Juan				x		
0								
3		Aguilar, Christian				x		
0								
4		Ahmedjanov, Azim					x	
	0							
5		Algoo, Talasia				x		
0								
6		Arias Liriano, Aida					x	
	1							
7		Arias, Aida				x		
0								
8		Arias, Ronny				x		
4								
9		Asitimbay, Edison				x		
5								
10		Balbuena, Jose			x			
15								
11		Baret, Ashley				x		
0								
12		Barry, Fatoumata				x		
0								

Additional Information

13		Beltre, Michel		x
8				
14		Bratosin, Andreea		x
0				
15		Brito, Ricky		x
9				
16		Brown, Krystin		x
0				
17		Brown, Troy		x
0				
18		Bueno, Araleidy		x
0				
19		Cabrera, Pablo		x
0				
20		Cabrera, Paul		x
4				
21		Caldwell, Aquavius		x
0				
22		Camacho, Wendy		x
0				
23		Carvajal, Derrick		x
0				
24		Cazares, Giovanni		x
1				
25		Cisse, John		x
2				
26		Cisse, Woriasse		x
6				
27		Collado, Amanda		x
0				
28		Colon, Steven		x
0				
29		Contreras, Ramon		x
0				
30		Corniel , Jose	x	
7				
31		Cristhian, Deaza		x
0				
32		Cuspert, Jalen		x
0				
33		Davila, Anthony		x
2				
34		Dejesus, Lisa		x
0				
35		Dejesus, Yafresis		x
1				
36		Delarosa, Edward		x
0				
37		Delgado, Alfredo		x
0				
38		Delossantos, Sofia	x	
7				
39		Dennise, Rivera		x

Additional Information

0				
40		Diaz, Crystal	x	
0				
41		Diaz, Makeda	x	
0				
42		Diop, Fatoumata	x	
3				
43		Dominguez, Mynor		x
0				
44		Dowell, Shakima	x	
0				
45		Duval, Joanna	x	
0				
46		Early, Cheyenne	x	
0				
47		Elizabeth, Bueno	x	
4				
48		Escano, Eliezer	x	
7				
49		Estephan, Padilla	x	
0				
50		Evans, Hosea	x	
0				
51		Felix, Ricardo	x	
3				
52		Fernandez, Aileen		x
0				
53		Fernandez, Jowey		x
0				
54		Fernandez, Michael		x
0				
55		Ferreira, Cecilia	x	x
100				
56		Galvez, Jennifer	x	
0				
57		German, Michael	x	
0				
58		Gil, Steven	x	
0				
59		Gomez, Anthony	x	
3				
60		Grimes, Jamal	x	
0				
61		Guillermo, Rudiana		x
0				
62		Hacker, Kiara	x	
0				
63		Hernandez, Billiandra		x
0				
64		Hernandez, Dianneris		x
2				
65		Hidalgo, Edwin	x	
0				

Additional Information

66		Holmes, Vermel	x	
0				
67		Hortencia, Ramos	x	
2				
68		Ibert, Nilson	x	
4				
69		Jorge, Sonia	x	
0				
70		Kewy, Peralta	x	
0				
71		Kuang, Yu Xiang	x	
1				
72		Lawrence, Andre	x	
0				
73		Li, Yan Long	x	
4				
74	1	Lluberes, Jonathan		x
75		Lopez, Arely	x	
0				
76		Lopez, Coral	x	
0				
77		Lopez, Demetrio	x	
13				
78		Lopez, Laurenst	x	
0				
79		Lu, Yulang	x	
0				
80		Marrero, Delylah	x	
0				
81		Martinez, Briana	x	
0				
82		Martinez, Franklin	x	
0				
83		Mateo, Dewil	x	
0				
84		Mella, Ramdy	x	
4				
85	0	Mercado, Amanda		x
86		Montague, Gary	x	
0				
87		Morales, Juana	x	
0				
88		Morales, Julio	x	
0				
89		Munive, Luis	x	
6				
90		Nales, Nelson	x	
0				
91		Neal, Keith	x	
0				
92		Nerys, Angel	x	

Additional Information

0			
93		Newton, Shawn	x
0			
94		Nuesi, Catherine	x
0			
95		Ogando, Yimil	x
4			
96		Ojeda, Caleb	x
0			
97		Owens, Davon	x
0			
98		Oyenuga, Oluwatobi	x
	0		
99		Pabon, Christian	x
0			
100		Paulino, Danise	x
0			
101		Pena, Christina	x
0			
102		Perez, Kevin	x
0			
103		Perez, Rafael	x
0			
104		Placencio, Rainieris	x
	9		
105		Ragui, Ahlam	x
0			
106		Reyes, Azucena	x
0			
107		Reynoso, Haicha	x
0			
108		Richards, Ian	x
0			
109		Rivera, Jorge	x
0			
110		Roberto, Gomez	x
0			
111		Rodriguez, Estefania	x
	2		
112		Rodriguez, Jalissa	x
0			
113		Rodriguez, Luis	x
1			
114		Rodriguez, Vanessa	x
	0		
115		Rodriguez, Wester	x
	9		
116		Rodriguez, Willy	x
3			
117		Roman, Berny	x
0			
118		Roque, Edgar	x
2			

Additional Information

119	Rosario, Raudy		x
0			
120	Rouse, Jordan		x
0			
121	Salas, Susana		x
1			
122	Sanchez, Karla		x
0			
123	Sanchez, Kelvin		x
0			
124	Sanchez, Meredith		x
1			
125	Sanders, Rasheen		x
0			
126	Sandoval, Abel		x
0			
127	Santos, Angel		x
0			
128	Sefa, Bismark		x
0			
129	Simon, Sabrian		x
0			
130	Siri, Bladimir	x	
7			
131	Smalls, Briana	x	
9			
132	Sosa, Victor		x
3			
133	Taipi, Bajram		x
0			
134	Tapia, Michael		x
2			
135	Taylor, Charles		x
0			
136	Thomas, Jennifer		x
0			
137	Toma, Cristina		x
0			
138	Torres, Keila		x
1			
139	Torres, Kendra		x
0			
140	Traore, Aicha		x
0			
141	Trinidad, Amcelmi		x
2			
142	Triunfel, Alexander		x
2			
143	Trotman, Mily		x
0			
144	Valerio, Yeserly		x
3			
145	Vargas, Anilssa		x

Additional Information

0							
146	Vargas, Jennifer				x		
0							
147	Vasquez, Zuleisma						x
3							
148	Vazquez, Joselyn			x			
5							
149	Velasquez, Ana				x		
0							
150	Velazquez Jr, Nicholas						x
0							
151	Velez, Dianette				x		
9							
152	Villar, Jose				x		
1							
153	Wang, Yao Ting				x		
0							
154	Wong, Yi Sun				x		
11							
155	Wu, Xiao Lin				x		
0							
156	Zhang, Li				x		7
157	Zheng, Ming Ying				x		
2							
Grade: 10		157	0	7	150	1	328
Grade: 11							
#	User Name	Completing					
2 Activities Weekly	Completing						
1 Activity Weekly	Completing						
<1 Activity Weekly1	Met 40 Activity Goal						
(Year to Date)	Activities						
(Year to Date)							
1	Abreu, Aaron				x		
0							
2	Abreu, Jonathan				x		
0							
3	Acevedo, Jonathan						x
1							
4	Adams, Shanell				x		
0							
5	Aleman, Ingry				x		
0							
6	Almanzar, Anthony						x
0							
7	Almanzar, Bladmir						x
0							
8	Almonte, Katherine						x

Additional Information

9	0	Apdunloh, Naser	x	
0				
10		Arnold, Keyana	x	
0				
11		Azcona, Elam	x	
0				
12		Baez, Rosanna	x	
1				
13		Baker, Michael	x	
0				
14		Balogun, Aliat	x	
0				
15		Bandie, Crystal	x	
0				
16		Baptiste, Krysta	x	
0				
17		Barnhill, Fatima	x	
0				
18		Beato, Alejandro	x	
0				
19		Bermejo, Ivan	x	
1				
20		Bermudez, Sashaly		x
	0			
21		Blackwell, Alexandria		x
	0			
22		Blanco, Pedro	x	
0				
23		Brito, Adam	x	
0				
24		Brown, Kayla	x	
0				
25		Brown, Tarik	x	
0				
26		Capellan, Elizabeth		x
	0			
27		Caraballo, Hansel		x
	0			
28		Carranza, Stephanie		x
	0			
29		Cassanova, Dylan	x	
0				
30		Cazares, Lorena	x	
0				
31		Chalas, Ashley	x	
0				
32		Chauncey, Alphonso		x
	0			
33		Cheeks, Dejon	x	
0				
34		Collado, Chaina	x	
0				

Additional Information

35	Collado, Jesse	x	
0			
36	Collado, Marilyn	x	
0			
37	Comisario, Teresa	x	
0			
38	Cordero, Randy	x	
0			
39	Cozier, Kokayinkokhel		x
0			
40	Cruz, Samantha	x	
0			
41	Cumberbatch, Christopher		x
0			
42	Cuzco, Diego	x	
0			
43	David, Ronald	x	
0			
44	Davis, Barry	x	
0			
45	Davis, Edwin	x	
0			
46	Dejesus Orea, Erika		x
0			
47	Dejesus, Manuel	x	
0			
48	Dejesus, Nicauri	x	
0			
49	Delacruz, Richard	x	
0			
50	Deleon, Jaritza	x	
0			
51	Devila, Anthony	x	
0			
52	Diaz, Joseph	x	
0			
53	Doma, Sona	x	
0			
54	Dominguez, Mynor		x
0			
55	Douglas, Krystalynn		x
0			
56	Duran, Cecilio	x	
0			
57	Eley, Quintin	x	
0			
58	Esquilin, Jiraida	x	
0			
59	Evans, Terrence	x	
0			
60	Fabian, Vismar	x	
0			
61	Falcon, Jasmine	x	

Additional Information

0				
62	Feliz, Jhonny		x	
6				
63	Fich, Harold			x
0				
64	Flores, Joshua			x
0				
65	Fluker, Carleisha			x
0				
66	Ford, Emanuel			x
0				
67	Gallardo, Miguel			x
0				
68	Garcia, Juliet			x
0				
69	Gaton, Helen			x
0				
70	Gonzalez, Justine			x
1				
71	Green, Tynia			x
0				
72	Grullon, Johanna			x
0				
73	Guzman, Ashley			x
0				
74	Guzman, Felix			x
0				
75	Hernandez, Bernardo			x
0				
76	Hernandez, Genesis			x
0				
77	Hines, Sean			x
0				
78	Houston, Elijah			x
0				
79	Howard, Joshua			x
0				
80	Hurt, Malkim			x
0				
81	Jeter, Judith			x
0				
82	Johnson, Dominique			x
0				
83	Jonas, Jatanie			x
2				
84	Jones, Janee			x
0				
85	King, Season			x
0				
86	Latibeaudiere, Janell			x
0				
87	Lawrence, Jennifer			x
0				

Additional Information

88	Leslie, Megan	x	
0			
89	Lilly, Adeisha	x	
0			
90	Liz, Miguel	x	
0			
91	Lora, Brandon	x	
0			
92	Losey, Denise	x	
0			
93	Lugo, Katherine	x	
0			
94	Marroquin, Jannet		x
0			
95	Marte, Yoelvis	x	
0			
96	Martinez, Cindy	x	
0			
97	Martinez, Yonic	x	
0			
98	Mateo, Dewill	x	
1			
99	McClean, Markita	x	
0			
100	Medina, Dante	x	
0			
101	Melendez, Brian	x	
0			
102	Mendia, George	x	
0			
103	Mora, Joel	x	
0			
104	Mora, Xavier	x	
0			
105	Morales, Rinceli	x	
0			
106	Moran, Ana	x	
0			
107	Morris, Toma	x	
0			
108	Moses, Johntae	x	
0			
109	Mota, Salome	x	
0			
110	Myers, Kareef	x	
0			
111	Natera, Jennifer	x	
0			
112	Nieves, Abigail	x	
0			
113	Nieves, Tiffany Mercado		x
0			
114	Ortiz, Julio	x	

Additional Information

0			
115		Ortiz, Kedwin	x
0			
116		Padmore , Timothy	x
0			
117		Parker, Larry	x
0			
118		Paulino, Edinsa	x
0			
119		Paulino, Yamileth	x
0			
120		Peartellis, Khimani	x
0			
121		Pena, Michael	x
0			
122		Pena, Natalie	x
0			
123		Peralta, Leydis	x
0			
124		Perez, Marlyn	x
0			
125		Perrones, Shanne	x
0			
126		Phipps, Pauline	x
0			
127		Poalacin, Angel	x
2			
128		Pulliam, Josheema	x
0			
129		Punnett, Amelika	x
0			
130		Ramadhin, Tiffany	x
0			
131		Rendon, Freddy	x
0			
132		Reyes, Dariel	x
0			
133		Rivera, Crystal	x
0			
134		Rivera, Shanice	x
0			
135		Robbins, William	x
0			
136		Roderick, Ronnie	x
0			
137		Rodriguez, Francis	x
9			
138		Rodriguez, Jose	x
0			
139		Rodriguez, Patrick	x
0			
140		Rojas, Yvonne	x
0			

Additional Information

141	Rosa, Steve	x	
0			
142	Rosario, Angelina	x	
0			
143	Rosario, Jennifer	x	
0			
144	Sanchez, Ramon	x	
0			
145	Santana, Eury	x	
0			
146	Santana, Willarid	x	
0			
147	Santos, Arilenny	x	
1			
148	Santos, Richard	x	
0			
149	Schontten, Sasha	x	
0			
150	Seck, Abdoul	x	
0			
151	Sillah, Isatou	x	
0			
152	Silverio, Omar	x	
0			
153	Simmons, Ashanti	x	
0			
154	Simonds, Osan	x	
0			
155	Soto, Christopher	x	
0			
156	Suarez, Mario	x	
0			
157	Tavarez, Dinnelky	x	
0			
158	Taveras, Yampiero		x
1			
159	Tejada, Clarence	x	
0			
160	Tejada, Yoesmil	x	
0			
161	Uraga, Elizabeth	x	
0			
162	Valerio, Harrison	x	
0			
163	Vazquez, Angelove		x
0			
164	Velazquez, Jessica		x
0			
165	Velez, David	x	
0			
166	Ventura, Luz	x	
0			
167	Viruet, Carmen	x	

Additional Information

0							
168		Washington, Tyasia					x
	0						
169		Williams, Robert				x	
0							
170		Wu, Ching				x	
0							
171		Ynoa, Gabriel				x	
0							
172		Young, Shaquanda					x
	0						
173		Yunda, Michelle				x	
0							
174		Zeyu, Ye			x		0
Grade: 11		174	1	1	172	0	26
Grade: 12							
#		User Name					Completing
2 Activities Weekly		Completing					
1 Activity Weekly		Completing					
<1 Activity Weekly1		Met 40 Activity Goal					
(Year to Date)		Activities					
(Year to Date)							
1		Anais, Santos				x	
0							
2		Angelique, Ortiz				x	
0							
3		Arevalo, Ariel				x	
1							
4		Bermejo, Elizabeth					x
	1						
5		Betances , Felisha					x
	0						
6		Brito, Guadalupe				x	
0							
7		Carlos, Pantaleon				x	
0							
8		Colon, Crystal				x	
0							
9		Colon, Danny				x	
0							
10		Cruz, Charles				x	
0							
11		Daianna, Santiago					x
	0						
12		Enchauteguis, Eliza					x
	1						
13		Felix, Delvalle				x	

Additional Information

2				
14		Fernandez, Noel	x	
1				
15		Foster, Calvin	x	
0				
16		Garcia, Diana	x	
0				
17		Gomez, Clarivel	x	
0				
18		Henriquez, Edward		x
	0			
19		Hernandez, Joely	x	
2				
20		Hidalgo, Christian	x	
0				
21		Imani, Maignan	x	
0				
22		Jamell, Mcnealy	x	
0				
23		Jiminez, Iris	x	
5				
24		Karena, Tulloch	x	
8				
25		Lopez, Raphael		x
11				
26		Lugo, Frank	x	
0				
27		Malang, Ceesay	x	
7				
28		Mauricio, Jessica	x	
0				
29		Miranda, Sayra	x	
3				
30		Molina, Misiel	x	
0				
31		Molina, Richard	x	
0				
32		Nunez, Russell	x	
0				
33		Paulino, Ramaidi	x	
0				
34		Paulino, Richard	x	
0				
35		Pichardo, Danibes	x	
0				
36		Prioleau Mccul, Zakariyya		x
	0			
37		Ramirez, Marco	x	
0				
38		Rijos, Angel	x	
0				
39		Rodriguez, Alex	x	
0				

Additional Information

40	Rodriguez, Willi					x	
3							
41	Rojas, Milka					x	
0							
42	Smith, Edwina					x	
3							
43	Sonia, Jorge					x	
0							
44	Swan, Patty					x	
0							
45	Then, Enmanuel					x	
0							
46	Torres, Andreina					x	
1							
47	Valladares, Juan					x	
0							
48	Vasquez, Reymond						x
0							
49	Vega, Daniel					x	
0							
50	Vega, Osvaldo					x	
1							
51	Velazquez, Jason					x	
1							
52	Ye, Ze Yu					x	
3							
53	Yimil, Ogando					x	
0							
54	Young, Samantha					x	
1							
55	Zayas, Alejandro					x	
0							
Grade: 12		55	1	3	51	0	55

School: 02M620(Norman Thomas High School) 636 38 48 550 36
5059

1Achieve3000 recommends completing one or two multiple choice reading activities per week, for a total of 40-80 activities over the course of the school year. We encourage you to review the schedule of access for students who are completing less than one activity weekly to ensure that all students achieve maximum benefits.

Note: This data excludes commonly celebrated holidays and school vacations.

Report Legend

Additional Information

#	Column	Description
1	Total Students	Total students currently loaded into the KidBiz/TeenBiz system
2	Completing 2 Activities Weekly	Student is averaging 2 multiple choice news activities per week during the month
3	Completing 1 Activity Weekly	Student is averaging 1 multiple choice news activity per week during the month
4	Completing <1 Activity Weekly	Student is averaging less than 1 multiple choice news activity per week during the month
5	Met 40 Activity Goal (Year to Date)	Student has already completed 40 multiple choice news activities, a requirement for significant Lexile gains
6	Activities (Year to Date)	Number of activities completed in total, since the beginning of the school year

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/10
	Assistant Principal		10/25/25
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		10/25/10
	Teacher/Subject Area		10/25/10
	Teacher/Subject Area		10/25/10

	Coach		10/25/10
	Coach		10/25/10
	Guidance Counselor		10/25/10
	Network Leader		
	Other		

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2008-2009

Form TIII - A (1)(a)

CSD: 02 **School Building:** Norman Thomas HS

Grade Level(s): 9 – 12 **Number of Students to be Served:** 250 **LEP:** 300 **Non-LEP:** 0

Number of Teachers: 5 **Other Staff (Specify):** Assistant Principal

School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program*

Language Instruction Program

PART 1:
INTRODUCTION

Norman Thomas High School (M620) has approximately 300 active ELL students. All students receive Spanish bilingual education and/ or ESL instruction. Each class program consists of three (3) periods of forty-five (45) minutes of ESL at the beginner level; and (2) periods of forty-five minute of ESL instruction at the intermediate levels; and one (1) forty-five (45) minute period of ESL and one (1) forty-five (45) minute period of ELA at the advanced level, two (2) forty-five (45) minutes of Mathematics, one forty-five (45) minute period of NLA and one (1) period of Social Studies.

Title III Program:

Rationale:

Non-speaking target ELL language beginners through intermediate levels are targeted from the ELL students. The vast majority of our students are long term ELL students (95%). Less than three years ELL students only comprise 5% of our student body. Ten SIFE students are included into this cohort.

The purpose of Title III is to supplement and improve the class instruction in all areas of the humanities, arts, and sciences. It also will allow the students to receive one on one instruction. In addition, they can complete homework assignments, research, and projects. The teachers can provide a more individualize instructions supporting NYS standards.

DATA:

During 2009, 14% of our mixed grade level (9-12) students scored at the Beginner Level on the NYSESLAT; 53% of these students scored at the Intermediate Level while 33% at the Advanced Level. The variation from this pattern is not marked by grade level. The most significant data concerns the listening and speaking scores on the NYSESLAT advance and intermediate ranking. Additionally, the reading and writing sections show an increase in the disaggregated scores than in previous years. In the classroom, our instruction is heavily weighed in favor of literacy skills and multi-methodology. Our teachers have been trained in ESL methodologies, but are lacking in literacy training, Differentiated Instruction learning style and UbD. Therefore, we need ongoing professional development to enhance

teacher's ability to implement literacy in daily lesson planning. We could use support from the school and the CLSO in this regard. In addition, our classrooms are not adequately equipped with today's technological world. Therefore, providing teachers with the appropriate classroom's technology such as smart boards will provide teachers with the tools needed to be connected with the outside world making instructions more appealing and ..according with Dr. Mary Ann Bell, Assistant Professor of Library Science at Sam Houston State University in Huntsville, Texas said: "1. The interactive electronic whiteboard is great for demonstrations; 2. The interactive electronic whiteboard is a colorful tool. Research indicates that students respond to displays where color is employed; 3. The board can accommodate different learning styles; 4. All ages of students respond favorably to board use; 5. One-computer classrooms can maximize the use of limited computer access; 6. Students with limited motor skills can enjoy board use."

Our Comprehensive English results for June 2009 came at less than a 11% passing rate. As a consequence, the Foreign Language AP, the ESL Coordinator, and the English AP worked closely to create a transitional course that focuses on English Regents preparation. Over 74% passed the US History which was often taken in the Native Language. 14% passed the Living Environment, 100% passed the Spanish Regents, and 13 students were registered to take the Advanced Spanish Language Test. 6 of these scored 5, 4 scored 4, 1 scored 3 and 1 was absent.

Since we only have 13 SIFE students we can't offer a specific program. However, the school has made an effort to keep those students in school through home calls made by bilingual staff, sending letters, and placing them in small classes. Furthermore, they have been registered for the Title III after school and Saturday school which does have very small classes. The students are required to attend language lab to use the Rosetta Stone software (for Beginner mostly) which allows them to the opportunity to practice the four language modalities at their own pace and until they can start taking advantage of the Teenbiz3000 literacy online program which is in use for the more advanced students as well as Castle Learning. Students with severe literacy problem take advantage of the Read 180 program. Progress is monitor by supervisor and instructors.

Number of student to be served is approximately 250 students from grades 9-12. It targets mostly ELL Beginning students, but it also includes Intermediate and Advanced students The Title III supports all classes with the Empire State Languages for Business Academy at Norman Thomas High School. They are mixed levels 1-10. They are mixed by level not by grade. Beginners level receive 135 minutes of ESL instructions; Intermediates receive 90 minutes of ESL instruction, and Advanced receive 45 minutes of ESL and one regular ELA class. The Title III program supports the ESL curriculum at NTHS including ESL and Bilingual Spanish Education including Special Need Services students.

There are 1 licensed ESL Teachers and 3 Bilingual certified licensed teachers, and 1 Native language teachers, and 1 Supervisor who serve the ELL title III population at Norman Thomas High School.

Title III Program After School Program

It services ESL and Bilingual students in grades 9 -12. It takes place two days per week for 25 weeks from 2:50 through 4:50 pm. They will be serviced by one Bilingual math, one Bilingual science, one Bilingual US history/global, one Native Language and one ESL teacher. These are the pedagogical instructors for the program. There will be five small groups of 15-20 students in grades 9-12. One AP Bilingual supervisor oversees the program, and one bilingual guidance counselor to ensure quality instruction and a safe environment.

These activities target the low literacy students in the ESL general population of the school. We will use both NLA teachers and ESL teachers and NYSESLAT scores and the Achievement 3000 Assessment Portfolio to identify these students as well as the Regents scores. These students will be heavily recruited in September and we will attempt to keep them in both the Fall and Spring classes to help them develop the skills they need to become successful students. The dates and time schedules are exactly the same as described in the rational section of the proposal. The teaching and administrative time is from 2:50 through 4:50 pm twice per week. The program starts from Oct 19, 2010 through MAY 31, 2011. One Bilingual math, one Bilingual science, one Bilingual US history/global, one native language and one ESL o teachers are the 5 instructors for the program The programs to be offered are the following:

5 TRs X 4hrs X 25 weeks X \$49.89=24,945

Computer After School Program

Teenbiz3000 is a website computer literacy program. It assists students in both Spanish and English languages. 250 licenses will be purchased to be used in the language laboratory. License is purchased for individual students. Since we will serve about 250 students, we have estimated that Advanced level students will also take advantage of this unique program. That will be about 25 students. Both the NLA and the English teachers will utilize the program to assist the students in their reading comprehension for 4 hrs a week for 21 weeks. Title III funds will purchase 250 licenses which includes two PD sessions for the two teachers for 2hrs. One session in the Fall semester and one in the Spring semester. Two smart boards will be purchased to allow teachers direct group instructions. The Teen Biz literacy class will meet from 2:50 p.m. to 4:50 p.m. every Tuesday and Thursday. This class will begin on October 19th and meet every Tuesday and Thursday that school is in session until January 14th 2009 for a total of 20 sessions, and then begin again On February 9th and continue every Tuesday and Thursday that school is in session until May 31th for a total of 25 sessions. Castle Learning will be implemented during the after school Title III program. 250 licenses at \$5 per student will be purchased to implement such program for all subjects. The students can complete work during school and after school. All totaled there will be 40 individual sessions, or 20 weeks with 2 sessions each week. All other proposed supplemental activities will follow this schedule. Teachers will attend two PDs. Supply needed, dry board markers and erasers.

Teenbiz3000 program:	\$10,300
Two Smart boards: @ 4,500 X 2=	\$9,000
Castle Learning: 250 students X \$ 5=	\$1250
Supply:	\$ 100

NLA/ESL Program

The classes will be structured differently however. There will be 2 separate classes. Each class will take an ESL and a NLA class each day. At 2:50pm, one section will take an ESL class and the other section

will take a NLA class and at 3:50pm the classes will flip flop until 4:50pm. This set up will allow the ESL and NLA teachers to work together to create materials to enhance the students' literacy skills. Teachers will be able to use classroom libraries and language learning software such as Rosetta Stone previously purchased, TeenBiz3000 and two smart boards to help students with their literacy. These classes will be encouraged to visit cultural institutions such as the Metropolitan Museum. Evaluation will be on a completed portfolio or project of student reading with written responses, work completed on language learning software, written responses to museum visits, and a required cooperative project with regular class teachers. The 2 teachers are certified in ESL and Spanish. This program will include the participation of One ESL and one Native language teachers. The ESL teacher provides 20 to 30 students the support twice per week. The ESL teacher provides home, class, and project support. 20 to 30 ESL and Bilingual students are targeted twice a week. Students are helped with content and skills for the NYSLAT and Regents standards.

The One Native language Teachers provide homework, class work, and project support in the first language. Spanish is the dominant and first language for 95%. 20 to 30 Bilingual and ESL student participate twice a week for 4 hours total

For these classes, we will visit New York City institutions such New York City Center, the Morgan Library, and the Met Museum, and Paul Taylor Company and Repertorio Espanol. A Trip Fund has been set up to cover expenses and work with Theater educators, and 4 workshop for students in the NLA class it a cost price of \$700.00 to be paid to Repertorio Espanol Theater teacher. Mini libraries, already purchased, and budgeted to be purchased will be used for these classes. There will be between 20 and 30 students in this activity. There will be 2 teachers. They will use markers, notebooks, paper and pens. Admission tickets will be purchased for Repertorio Espanol at a cost of \$ 604.00.

Trip fund \$ 2,733.57

General Supplies \$300

2 TRs X 4hrs X 25 Weeks X 49.89=9,978

Partnerships: \$700

Regents Prep Program

This activity is a NLA content area package in Spanish. It will include, Global Studies, Math and Science. It starts on Oct. 19, 2010 and end May, 31, 2011 from 2:40 to 4:50 Tuesday and Thursday. There will be 40-50 students served and there will be 3 teachers. In order to offer students services at Proposed Supplemental Activities 1, 2, and 3. We need a supervisor as the APO confirms no other AP will be available during those hours. The supervisor will also attend the professional development sessions. These classes will use markers, pens and notebooks.

One Bilingual math teachers are scheduled for the Title III program twice a week for 4 hours. They will tutor and provide homework help to 20 to 30 ESL students twice a week. They will cover Regent content and support State mandated standard.

One Bilingual science teacher instructs 20 to 30 students twice a week for 4 hours. The aim is to supplement homework, class work, and projects. This includes the Laboratory class that supports the Regents standards.

One Global/ United States history teacher is scheduled twice a week for 4 hours to service 20-30 students. Homework, class projects, and writing are proposed to cover Regents content and NYSLAT standards.

3 TRs X 4hrs X 25 weeks X 49.89= 14,967
1 Supervisor X 4hrs X 25 weeks X 52.21=5,221
Supply: \$ 400
Textbooks: 2000

PROFESSIONAL DEVELOPMENT ACTIVITIES

These activities will take place during the course of the program and Title III funds will pay for per session. One in the Fall and one in the Spring semesters. It includes 5 teachers, the Supervisor and the Guidance. It will take place during the regular 2:50p.m.to 4:50 p.m. time slot on a Wednesday. The main focus will be to review student's data in each of the disciplines, prepared interdisciplinary activities, and look at student's work to better address the needs of the students program Team teachers in math, science, Global, ESL, and Spanish will develop strategies for their classes. Five programmed teachers will have one hour of PD at the beginning of the program with guidance assistance will discuss and plan how to best assist the students for the program. PD sessions for the two teachers for 2hrs on TeenBiz Program will also pay per session with Title III funds.

5 TRS X 4 X 49.89=997.80
1 Supervisor X 4 X 52.21=208.84

The teaching and administrative professionals, who serve the target ELL beginners through intermediate levels, are scheduled for professional development. The purpose is to expand the classroom instruction to include multi-methodologies and academic support for the ELL students. These administrative and teaching professionals need exposure to the best teaching practices including multi-sensory ways of presenting conventional subject areas.

There will be two professional development sessions. These will be announced by the supervisor during the course of the program. One in the Fall and one in the Spring. These professional development sessions for the teachers target the ELL population at NTHS. 300 students comprise the ELL learners from grades 9-12. ELL beginning and intermediate level students are targeted, but not limited those students in the advanced level. The languages of instruction for the Title three program are primary Spanish and English. The teaching and administrative time is from 2:50through 4:50 pm. twice per week. Supervisors at Norman Thomas HS have different hour schedule. The supervisor working for the Title III program has a school schedule from 7:15 to 3:15. The program starts from Oct 19, 2010 through May 31, 2010. All state and city licensed ESL (1), Bilingual (3), and Native language (1) teachers, and 1 Supervisor serve the ELL Title III. Staff only will participate in these pds.

PARENTAL INVOLVEMENT PROGRAM

Parental involvement will most directly be the responsibility of the Guidance. This is the best way to help make parents more aware of their child's educational life is to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend. The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion. A total of 10 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor. Success would be measured in parent attendance of workshops,

successful outreach, and better student performance in all classes. Target number of parents is 370. But, a realistic number of approximately 100 parents is expected because many of the parents do not live in the neighborhood and work multiple jobs. Refreshments will be served. Materials include brochures on graduation requirements, trips, and other involvement opportunities.

Guidance Counselor: 10 X \$53.63=\$536.30

Refreshments: \$250

Supply: \$200

Form TIII – A (1)(b):

Title III LEP Program

02M620

School Building Budget Summary

Allocation: \$ 59,100.00

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 31,962.57	After School 5 teachers X 25 weeks X 4hrs @ \$49.89= \$24,945.00 1 Supervisor @25@4hrs@\$52.21=\$5,221.00 Total= \$ 30,166

		<p>Professional Development</p> <p>5 teachers X 4hrs X \$49.89= \$997.80</p> <p>1 guidance counselor x 1hour x \$53.63=\$53.63 1 supervisor x 4 hours x \$52.21=\$208.84 Total = \$ 1,260.27</p> <p>PARENTAL INVOLVEMENT 1Guidance Counselor@10hrs@\$53.63= \$536.30 Total= \$536.30</p>
Purchased services such as curriculum and staff development contracts	\$604.00	Repertorio Espanol Theater teacher 4 workshop for students in the NLA class it a cost price of \$604.00
Supplies and materials	\$23,550	Textbooks \$2000 TeenBiz Computer program \$10,300.00 General Supplies \$1000 Smart boards: 9,000 Castle Learning 250 X \$5=1250
Travel	\$2,733.43	Trips : Admission fees: New York City Center, the Morgan Library, and the Met Museum, and Paul Taylor Company and Repertorio Espanol
Other Parent Involvement	\$250.00	Refreshments and snacks
TOTAL	\$59,100.00	

