



**THURGOOD MARSHALL ACADEMY
FOR LEARNING OR SOCIAL CHANGE**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 05M670
ADDRESS: 200-214 WEST 135TH STREET, NEW YORK, NY 10030
TELEPHONE: 212-283-8055 X3152
FAX: 212-690-2918**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 05M670 **SCHOOL NAME:** Thurgood Marshall Academy

SCHOOL ADDRESS: 200-214 West 135th Street New York, New York 10030

SCHOOL TELEPHONE: 212-283-8055 x3152 **FAX:** 212-690-2918

SCHOOL CONTACT PERSON: Dr. Sandye P. Johnson **EMAIL ADDRESS:** Sjohnso3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nia Modeste

PRINCIPAL: Dr. Sandye P. Johnson

UFT CHAPTER LEADER: Edward Wang

PARENTS' ASSOCIATION PRESIDENT: Candace Frazer

STUDENT REPRESENTATIVE:
(Required for high schools) Elizabeth Gatling and Wilson Ramirez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 561

NETWORK LEADER: Derrick Smith

SUPERINTENDENT: Ms. Gale Reeves

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/ronlyres/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
Dr. Sandye P. Johnson	*Principal or Designee	<i>Dr. Sandye P. Johnson</i>
Mr. Edward Wang	*UFT Chapter Chairperson or Designee	<i>Mr. Edward Wang</i>
Candace Frazer/Dina Bosket	*PA/PTA President or Designated Co-President	<i>Candace Frazer / Dina Bosket</i>
Queen Walker	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Queen Walker</i>
Marie Easton	DC 37 Representative, if applicable	<i>Marie Easton</i>
Elizabeth Gatling Wilson Ramirez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	<i>Elizabeth Gatling Wilson Ramirez</i>
Tara Gardner/Ocynthia Williams	CBO Representative, if applicable	<i>Tara Gardner / Ocynthia Williams</i>
Nia Modeste	SLT Chair	<i>Nia Modeste</i>
Tamelia Spooner	Guidance Counselor	<i>Tamelia Spooner</i>
Beverly Delgado	School Secretary	<i>Beverly Delgado</i>
James Doyle	Teacher	<i>James Doyle</i>
Bryant Harris	Assistant Principal	<i>Bryant Harris</i>
Cathy Chancy	Parent	<i>Cathy Chancy</i>
Joanne Green-Reed	Parent	<i>Joanne Green-Reed</i>

(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.

MISSION STATEMENT

The mission of Thurgood Marshall Academy (TMA) is to provide an academically rigorous environment where college and career readiness drive instruction and practices. Every student will embrace their global responsibility, have a vision for their future, a plan for realizing that vision, and the knowledge, skills and experiences for setting it in motion.

THE SCHOOL

Thurgood Marshall Academy is a collaboration of Abyssinian Development Corporation, New Visions for Public Schools and the New York City Department of Education. The school opened its doors in the fall of 1993. In the winter of 2004, TMA moved to a new state of the art school facility. The building was the first new public school building built in central Harlem in 50 years. TMA is committed to the social and emotional development of the student body while striving for academic excellence in every student. In excess of 80% of the entering 7th grade class comes from Harlem based elementary schools. Approximately, 90 percent of the middle school students continue into the high school. Recognizing that the school building is our student's place of business, TMA has a strictly enforced uniformed dress code.

THE CURRICULUM

TMA is an authorized International Baccalaureate (IB) Middle Years Program (MYP). TMA is the first Title 1 Public School in New York to receive this designation. IB programs are designed to provide an educational environment which will develop the intellectual, personal, and emotional as well as social skills to live, learn and work in a rapidly globalizing world. **The Middle Years Program** is the foundation of the instructional curriculum commencing in the 7th and 8th grades. 6th grade will have a Pre-IB program in order to ensure a successful entrance into the IB MYP for 7th grade.

The MYP program continues in the 9th and 10th grade for all students culminating with the receipt of the IB MYP Certificate at the end of the 10th grade year. The curriculum is DOE standard based and mapped to address DOE and IB requirements where appropriate. In addition to the core academic offerings, TMA offers AP classes in Biology, Chemistry, U.S. History and English. Furthermore, the school offers Honors English and Algebra II courses.

COMMUNITY AND STRATEGIC PARTNERSHIPS

In addition to fostering academic excellence, TMA is committed to stimulating the social, emotional and physical development of our students. Through the generous support of in excess of 18 partnerships including but not limited to Abyssinian Development Corporation, Columbia Presbyterian Hospital, CUNY, Street Squash, the Robin Hood Foundation and Capital One Bank Corp, TMA offers a wealth of educational and health enrichment programs.

CREATING A CULTURE OF COLLEGE READINESS

A strong academic education is the foundation for success in college, and TMA's first priority for students. TMA recognizes that efforts to establish a college going culture must start from the moment students enter the doors of TMA and continue for their duration with us. The objective is that every student enters his/her senior year knowing the answers to the following questions: (1) Why should I go to college? (2) How do I prepare for College? (3) What is my academic profile? (4) What college/ post graduate program may be right for me? and (5) How do I apply to college? The senior year is focused on directing students through the complex college selection and admission processes as well as the financial aid application process.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Thurgood Marshall Academy for Learning and Social Change			
District:	5	DBN #:	05M670	School BEDS Code: 310500011670

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.6%	98.2%	92.2%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.5%	94.1%	95.1%		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	92	95	90		65.2%	63.7%	73.5%		
Grade 8	87	91	96						
Grade 9	114	112	113	Students in Temporary Housing: Total Number					
Grade 10	97	97	102	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	99	90	87		2	13	4		
Grade 12	86	98	82						
Ungraded	1	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	576	583	570		1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	31	36	37	Principal Suspensions	17	12	18		
Number all others	23	16	18	Superintendent Suspensions	14	11	7		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	10	11	10	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	35	40
				Number of Administrators and Other Professionals	8	9	7
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	0	0
(As of October 31)	2007-08	2008-09	2009-10				
	4	5	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.2%	100%	100%
American Indian or Alaska Native	0.4%	0.3%	0.4%	Percent more than two years teaching in this school	55.6%	48.6%	92%
Black or African American	73.1%	71%	70.9%	Percent more than five years teaching anywhere	47.2%	51.4%	75%
Hispanic or Latino	24.6%	26.1%	25.6%				
Asian or Native Hawaiian/Other Pacific Isl.	1%	1.5%	1.4%	Percent Masters Degree or higher	72%	80%	95%
White	0.9%	0.9%	0.7%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.5%	87.3%	91%
Multi-racial	1.0%	0%	0%				
Male	46.5%	46.1%	45.3%				
Female	53.5%	53.9%	54.7%				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	✓
	Math:	✓	Math:	✓
	Science:	✓	Grad. Rate:	✓

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	✓	✓	✓	✓	✓	✓	77
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓		✓	✓		
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	✓	✓		✓	✓		
Student groups making AYP in each subject	4 of 4	4 of 4	1 of 1	3 of 3	3 of 3	1 of 1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY - High School

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	59.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	C	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	1.0	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY- Middle School

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	57.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	D	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

PERFORMANCE TRENDS

- **Literacy/ English Language Arts**

- **Middle School**

- 73% of the middle school students are level 3 or 4 reflecting in part the continued strength of the student body that choose to attend TMA middle school.
- 40.2% of the middle school students made at least one year's progress. Moreover, 60% of the students in the bottom 1/3 realized at least 1 year's progress.
- 8th grade students continue to struggle in ELA. Only 29% made one year's progress.
- 8th grade lack of progress is a major contributor to the school's receipt of a D in the Student Progress section of the Progress Report.
- Enhanced critical reading and writing initiatives are directed at the 8th grade population to increase ELA performance.
- TMA struggles with moving students who are a Level 3 to a Level 4 on the ELA exam.

2006 Cohort (Class of 2010) ELA Performance

- 83% of the Cohort received a 75 or higher
- 53% of the 2006 Cohort received between a 65 and 74.
- 5% of the 2006 Cohort received between a 55 and 64
- 7% of the 2006 Cohort received less than 55

CUNY has defined College Readiness as receiving a 75 or higher on the Regent's exams. The percentage of students receiving 75 is increasing at TMA and the goal is to have 75% of the Cohort receiving a 75 or greater.

- **Middle School**

- 85.2% of the middle school students are level 3 or 4 reflecting in part the continued strength of the students that choose to attend TMA middle school.
- 61.9% of the middle school students made at least one year's progress. In addition, 71.4% of the students in the bottom 1/3 realized at least 1 year's progress.
- TMA students made significant strides in math performance. During 2007-08, 45% of the 7th grade experienced progress. In 2008-2009 61% of the students realized growth. The 8th grade realized a 340% increase in the number of students experiencing one year's growth with 16% in 2007-08 and 55% in 2008-09.

- The middle school has its first cohort of 8th graders on track to take the Algebra 1 Regent at the end of the 8th grade (June 2010). The objective is to have this cohort advance in the high school, to be prepared to succeed in higher level mathematics i.e. AP Calculus (a strong indicator of college readiness)
- In addition, the middle school has its first cohort of 8th graders on track to take the Earth Science Regents at the end of the 8th grade, thus enabling them to be on track for an Advanced Regents Diploma.

- **High School**

- **2006 Cohort (Class of 2010) Math A Performance**

- 86% of the Cohort received a 75 or higher
 - 75% of the 2006 Cohort received between a 65 and 74.
 - 8% of the 2006 Cohort received between a 55 and 64
 - 6% of the 2006 Cohort received less than 55

CUNY has defined College Readiness as receiving a 75 or higher on the Regent’s exams. The percentage of students receiving 75 is increasing at TMA and the goal is to have 55% of the Cohort receiving a 75 or greater with the ultimate goal of 90% of the students achieving a 75&.

2010 Living Environment Performance

<ul style="list-style-type: none"> ● 16% > 75 ● 40% > 65 < 75 ● 44% > 65 	<p>Reflecting the unanticipated departure of the experienced Living Environment teacher due to illness, TMA’s performance on the Living Environment exam declined. TMA will dedicate additional resources to this class to enable them to retake the exam and increase performance.</p> <p>In addition, TMA will monitor the preparation of the current freshman class to ensure enhanced performance on the exam.</p>
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Gender GAP

- In a 2006 survey it was noted that 67% of TMA’s 10th grade students receiving failing grades were males while males constitute 46% of the school population. In response to this evidence an Inquiry Team examined best practices to address the particular needs of this population.

Mathematics/ Science

SIGNIFICANT ACCOMPLISHMENTS

- **Professional and Curriculum Development**

- Restructuring of middle school to include an Educational Coordinator to provide mentoring and support in order to facilitate additional student skills development and test taking strategies.
 - Grade level meetings that allow for: cross curriculum planning; student behavior modifications; and sharing of best practices including an initiative to encourage writing across the curriculum.
 - Implementation of IB program whose goal is to assist teacher in developing an authentic performance assessment tool to collect student data and get accurate indicators of student performance.

- **Graduation Performance**

Status	# Students	%
4 year on time graduates		
▪ Advanced Regents	1	2%
▪ Regents Diplomas	57	84%
▪ Local Diplomas	10	14%
▪ IEP Diplomas	0	0
Total Graduates	68	73.1%
Non-Graduate Status		
▪ GED	5	5.3%
▪ Still enrolled	11	11.8%
▪ Negative Discharge	9	9.6%
Total 2010 Cohort	93	100%

CREATING A CULTURE OF COLLEGE READINESS

The ACT Policy Report four policy recommendations that can help schools facilitate effective early educational and postsecondary planning include:

1. College readiness must begin in the middle school to insure success when they enter high school.
2. Schools should explain to students and their parents the effects of taking a challenging curriculum on their future educational, career, and income options,
3. Schools should use multiple sources of information, including standardized assessments, to help inform students and their parents of the students' progress toward college readiness.
4. Schools should work with families to calculate college costs and develop a plan to meet these costs.

Accordingly, TMA has expanded its College Planning Office to include College Ready Advisory classes which are conducted starting in 6th grade and continuing through the 12th grade. A comprehensive curriculum designed to meet the specific needs of TMA is currently under development.

The above initiative is designed to enhance the strong college placement record for its graduates as outlined below:

Final College Choices of Class of 2010	# Students	%
Four Year College	42	61.7%
Two Year College	22	32.3%
Post-graduate program	1	1.4%
Vocational Training	1	1.4%
Work/ undecided	2	2.9%
Total Graduates	68	100%

Academic Aids

- **Using Data to Inform Instruction**

- TMA has established an Instructional and Accreditation Team which is populated with faculty and administration. The task force findings and recommendations will result in written policies and procedures that will inform instruction throughout the school.
- The first initiative is the development and implementation of a Student Assessment Management System (SAMS). This project was piloted during the first term of 2008-2009 and expanded during the second term and implemented school wide during the 2009-2010 academic year.
- Additionally, the use of interim (mid-marking period) progress reports has been implemented during which students are counseled on their progress to date and individual goals and timetables are developed.

- **Guided IB training by IB coordinators**

- Teachers work in small groups to receive in-house IB training and curriculum development therein assisting teachers in developing an authentic performance assessment tool to collect student data and get accurate indicators of student performance.

BARRIERS TO SUCCESS

- While TMA has experienced relatively high retention rates within its faculty ranks, the unexpected departure of a teacher and limited mentoring programs for replacements can jeopardize the performance of an entire grade especially in a Regents preparation class. The 2008-09 freshman class performance on the Living Environment exam highlighted this situation. TMA will have to find resources to address unanticipated departures and mentoring resources.
- There is still a challenge with the faculty in the utilization of various external data and assessment tools. Professional development opportunities will continue to be devoted to the familiarization of the faculty to these various tools.
- Lack of funding to adequately support the implementation of the IB program and professional development opportunities.

SCHOOL CLIMATE

- TMA will continue to develop and expand the high degree of mutual respect between students and teachers
- The goal is a student body engaged in daily critical thinking and learning. To achieve these goals students must:
 - Attend school on a regular basis
 - Attend classes in a timely manner ready to participate in classroom activities
 - Have a safe environment free of disruptive forces such as fights and other inappropriate behavior.
- Furthermore:
 - Teachers must set high expectations and communicate with each student his/her rubric for achieving academic excellence.

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.

The following are the goals of the CEP to be accomplished by July 1, 2011

1) LITERACY

- a) At least 10 percent of middle school students in bottom third in ELA will realize an increase in performance on their state exams
- b) 25% of level 3 and 4 students will maintain and/or improve their performance.
- c) Publish TMA "style" book whose goal is to provide a consistent rubric to understand and use the conventions of format, punctuation, quotations, and documentation. In mastering these conventions, students will attain the proper format necessary for writing in all courses. The "style" book will include: :
 - i) Manuscript Conventions
 - ii) Technical Conventions of writing including:
 - (1) Spelling
 - (2) Punctuation
 - (3) Quotations
 - iii) Works Cited
 - iv) Parenthetical References
- d) Implement writing across the curriculum standards
- e) Develop sufficient professional development, peer mentoring and intervention to enable the instructional staff to incorporate the above goals and to enhance test performance.
- f) Increase students' critical thinking skills as demonstrated through traditional as well as authentic assessment.

2) MATH

- a) At least 10 percent of middle school students in bottom third in math will realize an increase in performance on their state exams
- b) 20% of the 8th grade class will pass the Algebra 1 Regents exam at the end of their eight grade year
- c) Implement various math courses in the high school to ensure students have multiple avenues for achieving success and excellence in math

3) REGENTS PERFORMANCE

- a) Increase percentage of students achieving College Readiness (75) on each Regents exam.
- b) Maximize the number of students achieving Advanced Regents diplomas.
- c) Improve student performance on Global Studies Regents.

4) STUDENT PERFORMANCE

- a) Expand the male initiative into the middle school to improve their performance in the class room. Codify the best practices of the initiative and provide best practice instruction throughout all classrooms.
- b) Expand usage of interim progress reports to develop individual goal settings and strategies for achieving those goals.

- c) Create professional development opportunities for the teaching staff during the school day to focus on student performance, differentiated instruction, using data to inform instruction and the implementation of the IB
- d) Improve overall student performance (average) across marking periods.

5) USING DATA TO INFORM INSTRUCTION

- a) IB instruction will be enhanced to facilitate teachers' development of authentic performance assessment tool to collect student data and get accurate indicators of student performance.
- b) At least 90% of the faculty will incorporate SAMS (Student Assessment Management System) in their learning community

6) SCHOOL CLIMATE

- a) TMA will achieve a cumulative attendance rate of 94.5%
- b) Period attendance will average at least 90%
- c) Build upon the initiative of enhancing a College and Career Ready Culture at TMA.
- d) Develop and implement a student council to create a stronger climate of student ownership

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Title 1 Funding • General Education • Extended Day-Violence Prevention • OTPS • FUSE Grant
<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"> • Monthly review in grade meetings to discern progress of students and any changes in strategies needed to address specific student needs • Staff will review trend analysis of weekly and periodic assessments to determine if students are on track to realizing their stated goals as well as attainment of classroom scholarship. • Students' writing performance as measured by the school-wide writing rubric • Scores achieved on NYS ELA Exam

Subject/Area (where relevant):

LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 30, 2011, Thurgood Marshall Academy will publish a school-wide “style book” to provide a consistent rubric to understand and use the conventions of format, punctuation, quotations and documentation
<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 Middle School Education Coordinator, Literacy Coach and selected staff will meet on a weekly basis to develop a template for the “style book”. • During professional development sessions, staff will give their input and develop each section of the “style book”. • Review samples of student work to get consensus on what is a good sample vs. unsatisfactory sample • Publish and present the “style book”
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Deutsche Foundation Grant • Robin Hood Grant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Review of student work across subjects and grades for consistency in evaluation • Teacher feedback • Publication of “style book”

Subject/Area (where relevant):

LITERACY/CRITICAL THINKING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 30, 2011, teachers will implement at least 4 MYP unit in alignment with the International Baccalaureate Middle Years program and Common Core Standards. . This program has a major focus on developing critical thinking skills.
<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"> • Each department will meet on a weekly basis with the IB coordinators to conduct planning session to develop MYP units and assessments • IB coordinators will meet with individual teachers and conduct inter-visitations to the classroom. • IB monitoring will be conducted to insure that the assessment is in alignment with IB standards and requirements • Model MYP units will be presented • Video a model MYP lesson which is part of the unit • Common Core standards Training
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Various grants • OTPS
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Implementation of a MYP Unit and assessment tool • Completion of a “design folio” • Review of MYP Units by administration and IB Coordinators • Classroom observations • Learning Walks

Subject/Area (where relevant):

MATHEMATICS – MIDDLE SCHOOL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 30, 2011 a) At least 20 percent of middle school students in bottom third in math will realize an increase in performance on their state exams b) 10% of level 3 and above students will maintain and/or improve their performance. c) 50% of students will demonstrate increased skill mastery as measured by Acuity predictors. d) Publish vertical scaffolding of student development in mathematics
<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"> • Extended Day <ul style="list-style-type: none"> a) Students will be engaged in small class instruction focusing on their individual skill requirements as measured by <ul style="list-style-type: none"> (1) item analysis of ELA exam (2) Interim assessments and performance series (3) identification of priority skills that need to be taught and reinforced (4) Test prep and test taking strategy activities • Vertical Scaffolding of student development in Mathematics Shared planning meetings will be conducted on a weekly basis to enable teachers to create vertically align Curriculum in accordance with DOE and IB standards and Common Core standards across the grades. Creation of vertically aligned math curriculum across grades 6 – 12 <ul style="list-style-type: none"> b) Math teachers will complete Springboard Training (math) with College Board.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Title 1 Funding • General Education • Extended Day-Violence Prevention • OTPS • FUSE grant

Indicators of Interim Progress and/or Accomplishment

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

- At least 20 percent of middle school students in bottom third in math will realize an increase in performance on their state exams
- 10% of level 3 and 4 students will maintain and/or improve their performance.
- 50% of students will demonstrate increased skill mastery as measured by Acuity predictors.
- Publish vertical scaffolding of student development in mathematics

Subject/Area (where relevant):

MATHEMATICS – MIDDLE SCHOOL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 30, 2011, 20% of the 8th grade students will pass the Algebra I Regents with a score of 65 or better.
<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"> • Review math performance of 8th grade students • Identify students eligible for the 8th grade Algebra I Regents class • Create program schedule to accommodate an 8 period accelerated 8th grade math class • The 8th grade teacher will meet weekly with the 9th grade math teacher and conduct a minimum of 6 – 8 classroom inter-visitations • Conduct simulation regents practice tests • Create interactive activities to reinforce math concepts • Create and implement competitive math activities which will result in prizes being awarded to students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • General Education • OTPS • FUSE grant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Results of interim assessments and regents practice tests • Weekly assessment by teacher • Performance on the Algebra I Regents Examination

Subject/Area (where relevant):

REGENTS PERFORMANCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2011</p> <ol style="list-style-type: none"> 1. At least 65% of the graduating class of 2011 will receive Regents diplomas 2. The percentage of Regents exams passed with a 75 or higher will increase by 10%
<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>	<p>Regents Prep Classes</p> <ol style="list-style-type: none"> a) Continuation of after school and weekend Regents Prep classes with goal of achieving scores in excess of 75. <p>Enhanced Honors Classes</p> <ol style="list-style-type: none"> a) Develop more rigorous course offerings for students ready to pursue higher learning opportunities commencing in the 9th grade with expectation that they will be in a better position to perform at the 75+ performance level on Regents exams. b) Analysis of students’ participation in honors classes will be informed by student performance of 8th grade ELA, Math and Social studies exams as well as classroom scholarship.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Title 1 Funding • General Education • OTPS
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Trend analysis of Acuity predictor exams will assess students’ areas in need of support and enhancement. Class room scholarship reports will inform students of students’ readiness for exams. Performance on the Regents examinations</p>

Subject/Area (where relevant):

DIFFERENTIATED INSTRUCTION

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To provide professional development opportunities in “differentiated instruction” to enable the teaching staff to adequately address the educational needs of students in a diversified classroom setting
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none">• Submit request for calendar change to provide monthly half-day professional development sessions• Conduct monthly professional development sessions in which 50% will be focused on differentiation• Review best practices – internally and externally• Identify professional resources and publications for teacher’s use
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none">• General education funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">• Differentiation observed in formal observations• Increase in performance of bottom 1/3• Teacher feedback

USING DATA TO INFORM INSTRUCTION

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of the teachers will successfully used Datacation to inform instruction and to track their student’s progress in their classes.</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"> • Professional development on using Datacation • Professional development on utilizing data to inform instructional practices • Developing collaborative inquiry groups to improve instructional practices • Meetings with teachers to discuss how they are using the data to inform instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for Funding Action Plan are:</p> <ul style="list-style-type: none"> • Title 1 Funding • General Education • OTPS
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Classroom observations will evidence that teachers are utilizing data to drive instruction • Teacher –Administrator conferences • Scholarship reports • Credit Accumulation

Subject/Area (where relevant):

SCOOOL CLIMATE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. School Safety and Learning Environment a) TMA will achieve a cumulative attendance rate of 94.5% b) Policies and procedures designed to increase on-time attendance will be included in policy and procedures manual</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"> • Increase productivity of pupil accounting secretary to facilitate timely registration and evaluation of enrollment trends. • Coordination with parent coordinator in engaging families will facilitate enhanced on-time attendance. • Implementation of Do-Now brings a level of accountability and consequence to on-time period attendance. • Enhanced positive reinforcement of perfect attendance records • Project STEP UP
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 allocated for pupil personnel coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monthly review of attendance reports • Reduction in 407 • Review of grades for period 1 classes

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	30	30	10	10	3			
7	30	30	15	15	1			
8	48	48	20	20	5			
9	48	48	20	20	4			
10	48	48	20	20	2			
11	48	48	15	15	7			
12	20	20	8	8	5			1

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"> • Pull-out individualized tutoring sessions provided by MGI Gear-Up Program in collaboration with City College • Students attend tutoring in after-school program. Tutoring is conducted in small groups (1:15) • Middle School students are in extended day program to receive additional instruction in ELA • Peer tutoring
Mathematics:	<ul style="list-style-type: none"> • Pull-out individualized tutoring sessions provided by MG Gear-Up Program in collaboration with City College • Corrective assessment conducted in after-school program • Middle School students are in extended day program to receive additional instruction in Math • Students attend tutoring sessions in after-school program. Tutoring is conducted in small groups (1:15) • Peer tutoring
Science:	<ul style="list-style-type: none"> • Science club – enrichment activities
Social Studies:	<ul style="list-style-type: none"> • Additional assistance provided by the AP, Social Studies during the school day and in the extended day program.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Individual educational planning • Parent/Family outreach • Crisis Intervention services
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Crisis intervention services • Individual counseling • Family counseling

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • N/A
At-risk Health-related Services:	<ul style="list-style-type: none"> • On-site health services provided by a licensed Physician's Assistant in school based clinic sponsored by Columbia Presbyterian Hospital • On-site health educational services provided by a Health Educator in school based clinic sponsored by Columbia Presbyterian Hospital

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. See pages 57- 64.

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

N/A

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

N/A

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.

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.

Section III. Title III Budget

N/A

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) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
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.

The Coordinator of Pupil Personnel Services uses the following Data bases to identify ELL students and their families: ATS, Student Tracker Information provided by New Visions for the Public Schools (PSO). In addition, when the parent Coordinator and the guidance Counselor conduct student orientation, they identify students and families who are not native speakers to identify what their needs are through an interview and school application.

School information is disseminated in Spanish to native speakers. Languages other than Spanish are identified and students and their families receive school information through personnel who are also native speakers of their language.

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.

Written translation and oral interpretation needs are required at the following:

- **Parent-Teacher Association monthly meetings**
- **Parent Teacher Conferences**
- **Dissemination of school information via mail**
- **Grade conferences**
- **Providing crisis intervention services**
- **School events (graduation, assemblies, etc.)**

These needs were identified by school personnel and families of ELL students during their intake orientation to the school.

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.

The school will use a written translation service provided through a web-based translation service. Oral translation will be provided by staff and students (upper grade students can provide translation services at school events).

School information that is sent via mail will be sent in Spanish. In addition, the School Messenger service sends messages to parents/families in English and Spanish. Students who speak a language other than Spanish are assisted verbally on an individual basis by school personnel.

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 for Spanish native speakers is provided by school personnel for parent-teacher conferences and crisis intervention. Staff or students (Upper HS Grades) provided oral translation at school events.

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>.

During intake orientation, school personnel will identify families needing translation and interpretation services. Families needing assistance will be provided with a summary of the chancellor's Regulations A-663 and their rights to translation and interpretation services.

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:	\$420,238	\$147,841	\$568,079
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,202	\$1,478	\$5,608
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,012	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$42,024	*	

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.

Thurgood Marshall Academy is using its Title 1 5% set aside to fund tuition for teachers to complete courses toward certification.

* 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**.

SEE APPENDIX 9 HEREIN

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.

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.

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.

A comprehensive needs assessment can be found in Section IV.

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.

The following school wide reform strategies are utilized to address the educational needs and provide the additional supports needed for students to demonstrate progress and meet their target goals:

- The Middle School Program (Grades 6-8) has been extended to include an extended day for targeted intervention.
- Each grade has a CTT class which provides educational services for students with special needs to insure that they achieve a proficient level of performance on State/City tests and classroom performance.
- The integration of the International Baccalaureate Middle Years Programs (Grades 6 – 10) with the educational program to provide a more rigorous curriculum. This program reinforces students' critical thinking and writing skills and provides educational activities that connects classroom learning to the real world through project based activities.
- Incoming 6th and 7th grade students are mandated to attend a 4 week summer bridge program to insure a successful transition from elementary to middle school.
- Regents test prep classes are offered to students who have been identified as at-risk for passing their designated regents examinations.
- Gender-specific programs are implemented to address the achievement gap between males and females. The B.O.N.D. program (Brothers on a New Direction) provides educational and social-emotional supports for selected males who are failing more than 50% of their core classes.
- Mentoring services are provided to selected students from grades 6 – 12 by Big Brother, Big Sister, Future Giants, Brotherhood – Sister Sol
- After-school program is sponsored by Abyssinian Development Corporation. Students are provided with enrichment activities from Monday – Friday (4:00 – 5:30 PM).
- Identified students receive tutoring after school with their content area teacher to improve their performance in class
- College/Career Readiness classes are offered to all students – grades 6 – 12 to explore careers, review their educational performance, set performance goals and identify additional supports/services needed.
- School wide teacher –student conferences are conducted at mid-point for each marking period to allow teachers to individually conference with student to review student performance and set targets and goals for each marking period.
- Conduct professional development workshops in differentiated instruction and assessment and best practices for teaching staff.

3. Instruction by highly qualified staff.

98% of the pedagogical staff is certified and teaching within their license area. Teachers who are not highly qualified receive monies from the Title I (5%) Highly Qualified allocation to pay for courses needed for full certification.

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 workshops will be provided on a weekly basis (contingent on budget resources) and topics for workshops will focus on literacy across the curriculums, differentiated instruction, best practices and topics identified by the teaching staff.

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

- **Collaborate with external organizations, i.e. Teach for America**
- **Conduct Orientation workshops for interested teachers**
- **Collaborate with CUNY and Columbia University to conduct presentations to students who are graduating**

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

- **In collaboration with the Parent Coordinator and SLT, conduct parent workshops on financial literacy, information on graduation requirements, importance of SAT, college readiness and preparation, etc.**
- **Develop and implement Volunteer Parent Corps.**
- **Conduct interest survey with parents**

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.

N/A

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.

- **Data and School Instructional Team which consists of Lead Teachers from core subject area, data specialist, administration, Literacy Coach and IB Coordinator. Meetings are held on a weekly basis in which educational issues that impact the school community are discussed and action plans**
- **Monthly meetings of the School Leadership Team which addresses program needs as identified in the school's needs assessment as identified through an analysis of data relating to student performance/information**

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.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels can be found in the AIS section of the CEP

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.

Coordination and integration of programs are conducted to provide services to support the educational program. Some of these programs are but not limited to:

- **Columbia Presbyterian School Based clinic that provides mental and health services to all students who submit consent forms**
- **Coordination of mentoring programs with the educational program**
- **Crisis family intervention, i.e. housing, is provided by our community based sponsor, Abyssinian Development Corporation**
- **Identifying external vocational programs for students who need an alternate program**

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	✓			\$ 420,238		
Title I, Part A (ARRA)	Federal	✓			\$ 147,841		
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$ 78,308.00		
Tax Levy	Local	✓					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

N/A

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: N/A **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.
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.

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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.

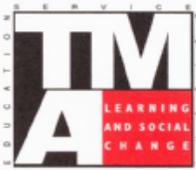
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

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)

APPENDIX 9- Thurgood Marshall Academy Parent Involvement Policy



**Thurgood Marshall
Academy for Learning
and Social Change**

200-214 West 135 Street
New York, NY 10030
212.283.8055
212.283.8109 fax

Dr. Sandye Poitier-Johnson, Principal
Cynthia Davis, Assistant Principal
Bryant Harris, Assistant Principal



Title I Parent Involvement Policy and Parent-School Compact⁴

Section I: Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

⁴This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁵dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

TMA will further encourage school-level parental involvement by:

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

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

CR Part 154 – Number of Teachers and Support Personnel for 2010-11

School Building: M670 District 5

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1				0	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___X_ Advanced

School District: ___05___ School Building: _____M670 Thurgood Marshall Academy_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	English	English	English	English	English
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Global Studies	Global Studies	Global Studies	PE	English
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Global Studies	Global Studies	Chemistry	PE	Global Studies
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Geometry	Geometry	Geometry	Chemistry	Chemistry
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Geometry	Geometry	Music	Music	Computer App.
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Chemistry	Advisory	Chemistry	Chemistry	Geometry
8	From: 2:50	Subject (Specify) English	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:37		ESL Assistance	Spanish	Spanish	Spanish
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	ESL	ESL	ESL	ESL	
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Thurgood Marshall Academy for Learning and Social					
District:	5	DBN:	05M670	School		310500011670

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	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		93.6/88.4	98.2/	97.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	Student Stability - % of Enrollment:			
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		96.5	94.1	97.8
Grade 5	0	0	0				
Grade 6	0	0	50	Poverty Rate - % of Enrollment:			
Grade 7	95	90	51	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	91	96	89		65.2	73.5	77.1
Grade 9	112	113	119				
Grade 10	97	102	101	Students in Temporary Housing - Total Number:			
Grade 11	90	87	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	98	82	85		2	13	15
Ungraded	0	0	0				
Total	583	570	580	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

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	0	0	0	Principal Suspensions	17	12	33
# in Collaborative Team Teaching (CTT) Classes	36	37	47	Superintendent Suspensions	14	11	9
Number all others	16	18	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
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	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	36	35	40
# receiving ESL services only	11	0	TBD				
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	8	9	7

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

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
	4	5	24	% fully licensed & permanently assigned to this school	97.2	100.0	89.5
				% more than 2 years teaching in this school	55.6	48.6	65.0
				% more than 5 years teaching anywhere	47.2	51.4	65.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	80.0	85.0
American Indian or Alaska Native	0.3	0.4	0.3	% core classes taught by "highly qualified" teachers	82.5	87.3	75.6
Black or African American	71.0	70.9	76.2				
Hispanic or Latino	26.1	25.6	22.6				
Asian or Native Hawaiian/Other Pacific	1.5	1.4	0.2				
White	0.9	0.7	0.3				
Male	46.1	45.3	44.8				
Female	53.9	54.7	55.2				

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	77
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D / B	Overall Evaluation:	P
Overall Score:	24.1 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.3 / 9	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.4 / 12	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	7.9 / 39.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.5 / 3		

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 CFN 561	District 05	School Number 670	School Name Thurgood Marshall Ac
Principal Dr. Sandye Johnson		Assistant Principal Bryant Harris	
Coach Suzanne Woodard		Coach Brenda Rios	
Teacher/Subject Area Christine Stephens/ESL		Guidance Counselor Tamelia Spooner	
Teacher/Subject Area Nia Modeste/SETTS		Parent Candace Frazer	
Teacher/Subject Area Marcella Carr/ELA		Parent Coordinator Lynda McDougald	
Related Service Provider Leslie Hinton		Other Awilda Cedeno/School Aide	
Network Leader Derek Smith		Other Gena Pisacone/PA Secretary	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	38

C. School Demographics

Total Number of Students in School	573	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.09%
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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.

When new students enroll in Thurgood Marshall Academy, they receive from the Pupil Accounting Secretary or the Attendance Monitoring School Aide, an intake packet which includes the HLIS form and a description of the ESL programs offered at the school. Upon review of the packet materials, the licensed ESL Teacher or the licensed SETTS Teacher (rotating schedule) meet with the student and their guardian(s) to administer the Home Language Identification Survey (HLIS) and conduct the informal oral interview. Either teacher conducts interviews in English, the SETTS Teacher conducts the interviews in Spanish and the ESL Teacher conducts interviews in French if necessary. If the student's guardian(s) speak a native language other than English, Spanish, or French, the Pupil Accounting Secretary requests a translator from the Department of Education.

Upon completing the HLIS, informal oral interview, and formal initial assessment, the determination is made whether or not the student is eligible to take the LAB-R. The ESL Teacher or the PA Secretary will administer the LAB-R within ten days of the student's enrollment and will immediately score the assessment to evaluate the student's relative level of English proficiency. Thurgood Marshall Academy has developed and uses a checklist that is completed prior to issuing student programs. The checklist is used to ensure return of all necessary documents including the PARENT Survey, Selection forms and Entitlement letters. If the student is enrolled by a relative other than the parent or guardian, entitlement letters are mailed home. A notation is made on the intake folder with a date for follow up by the Parent Coordinator and Pupil Accounting Secretary.

ELL's are evaluated annually. The Testing Coordinator and PA Secretary run and cross -reference pertinent ATS reports such as the RLAT and test history. NYSESLAT Exams are ordered and administered to eligible students who have not tested out.

Following the determination that the student qualifies as an ELL, the student's guardian(s) are invited back to the school (within one week) for an informational meeting with both the ESL Teacher and the Parent Coordinator to discuss their educational options for their child. At the meeting, the student's guardian(s) are shown the DOE's informational video in their native language. The video explains the educational options available to their child in New York City. Specifically, the video describes the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available within the NYC DOE. In addition to viewing the video, both the PA Secretary and Parent Coordinator help to explain the three programs to assist in making the best decision for the student. The student's guardian then completes the Parent Selection Form, and ranks the three programs according to their preference.

Thurgood Marshall Academy offers push in and pull out ESL instruction. If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the Parent Coordinator assists the guardian(s) in finding a program that best suits their student's needs and their preferences. If more than 10 students' guardians/parents select an option that is not currently offered at Thurgood Marshall Academy, then the ESL Teacher will work with the Principal to create and develop the requested program immediately. Currently, all program models offered are aligned with parent 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 | |
| <input checked="" type="checkbox"/> | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <input checked="" type="checkbox"/> |

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%)								0							0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							0	0	0	0	0	0			0
Push-In							3	1	1	3	1	1	2		12
Total	0	0	0	0	0	0	3	1	1	3	1	1	2		12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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											0
Dual Language											0
ESL	4	0	3	4	0	0	4	0	0		12
Total	4	0	3	4	0	0	4	0	0		12

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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							1			2				3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	0	2	0	0	0	3

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.

Thurgood Marshall Academy utilizes a push-in/pull-out model of freestanding ESL instruction through effective co-teaching in the students' ELA and Writing classes (grades 6-8) and ELA and Social Studies (grades 9-12). ELL students receive instruction in their ELA courses by both a General Education Teacher and the certified ESL Teacher. Both teachers plan collaboratively to implement high quality differentiated instruction that meets the needs of all of the learners in the classroom.

Pursuant to the CR Part 154 mandates, Middle School Intermediate and Advanced level ELL students 360 minutes of ESL instruction in their ELA and Writing classes each week. High School Advanced and Intermediate level students receive 360 minutes of ESL instruction each week. in their ELA and Social Studies classes. All students receive Native Language instruction from a certified Spanish teacher for 45 minute long class periods and are taught a Spanish curriculum.

Thurgood Marshall Academy has two classes of students in grades 6 and 7; 4 in grades 8-12. Each class receives a double period of instruction in ELA and Social Studies and typically 1 period per day in Writing(6th-8th) Where possible, each class is co-taught by the ESL Certified Teacher and a General Education Writing or SS Teacher for a minimum of 4, 90 minute classes per week.

In addition, students are registered for ELL instruction during 37.5 minutes Monday-Thursday.

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

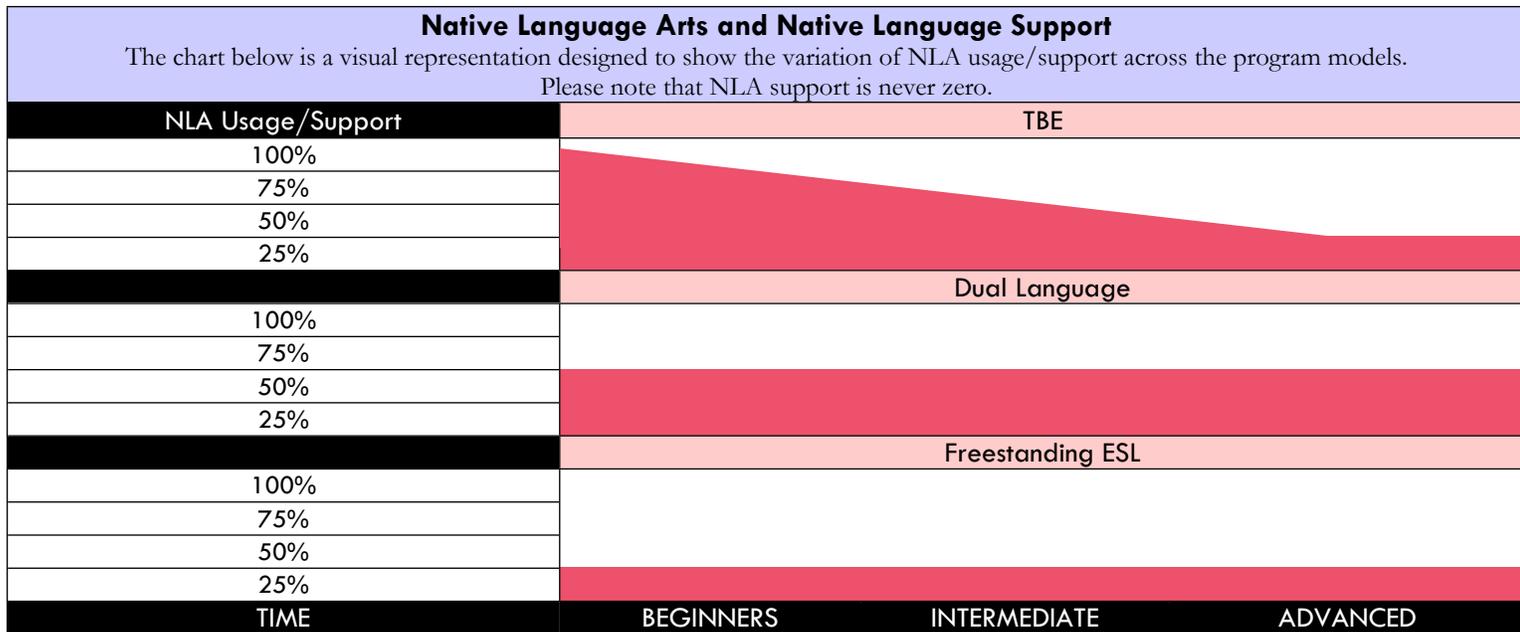
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

The school delivers standards-based instruction which utilizes a variety of strategies and classroom materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage, reading strategies, and writing skills. Teachers create opportunities for our ELLs to interact with peers in small heterogeneous groups to encourage peer to peer learning and small homogeneous groups led by an ESL certified teacher to rigorously develop English proficiency across all modalities. Additionally, students engage in project based learning that supports language development through the Social Studies curriculum. All ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are incorporated into each lesson to facilitate higher order thinking. Our ESL teachers work with our staff to support scaffolding learning for ELLs in their classrooms across all content areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read aloud foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs.

In addition to the differentiated instruction delivered in the classroom, this year, Newcomers (students in US schools less than three years) participate in the Rosetta Stone in the Classroom interactive language immersion program to increase English fluency and comprehension. These students also participate in small group tutorials during 37.5 minutes, four times weekly to develop reading and writing skills.

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)?

N/A

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.

English Language Learner personnel attend professional development throughout the year sponsored by New Visions, the school's support organization, the NYC Department of Education Office of English Language Learners (OELL) as well as higher education institutions in the New York City area. This information is taken back to the school and shared with other members in the department as well as other

teachers. Various professional development topics include but are not limited to writing across content areas, ensuring legal mandates are being adhered to, differentiated instruction, and supporting all learners in the classroom.

Since we are a middle and high school the transition for ELLs is extremely vital to ensure that instruction needs are being met across the entire school. Common planning times are incorporated into teacher schedules to ensure that there is articulation from 6th - 12th grade and that the curriculum aligns to New York State and Common Core Standards. Additionally, the ELA and Writing Teachers in the middle school share instruction of students. This provides the need for teachers to collaborate since they are both working with the same students. Test scores are consistently shared amongst the entire school community. Primary goals of Thurgood Marshall is to increase the amount of Regents exams high school English Language Learners pass and to increase the standardized test scores of Middle School ELL students. This emphasis is made throughout the school so that all teachers are meeting the needs of all ELL students.

The minimum 7.5 hours of training for all staff begins in August with a summer professional development week. During that week, various ELL topics such as common planning time and differentiating instruction is included in the week's agenda. Additionally, there are school-wide team and department team meetings held on a monthly and bi-weekly basis where ELL teachers share strategies with all teachers. Collaboration time is also built into a teacher's weekly schedule so there is cross articulation and planning done in every content area. All staff members receive training and Professional Development. This includes Administrators, Guidance Counselors, Teachers, School Aides, Paras and Parent Coordinator.

Upon acceptance, the school hosts student and parent orientations and building tours. A Summer Bridge Program is offered to incoming Middle School Students prior to the beginning of the school year in September. This program is designed to ease the transition between elementary and secondary school as well as to familiarize students with Thurgood Marshall Academy's building, staff, content and support services. Newly enrolled students are also paired with a peer buddy. Other available supports include written handbooks that detail course and school-wide expectations, requirements and available resources such as the full service School-Based Wellness center staffed by Columbia Presbyterian Hospital which provides medical, dental, optical and mental health screening and treatment, CTT and SETSS, peer and small-group tutoring, academic referrals. As students move between grades, buddy systems are still used as well as supports from the School Based Clinic and departmental lead teachers.

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?

Parent involvement is something that the school continues to work on yearly. Participation and involvement grows steadily as we present targeted information to parents of each grade level and population. Typically, we have retained the parents who participate on a consistent basis as enlist their help in recruiting new parents. At the initial ELL meeting, parents are encouraged to attend PTA meetings and participate in parent events and activities. There is always a translator or bilingual personnel at these events.

The school partners with CUNY City College and Teachers College to provide workshops for parents. English classes are offered to parents at the school in the evening when the budget allows. In addition, Abyssinian Development Corporation (our major partner) provides assistance such as food distribution, affordable housing information and outreach in the community, financial literacy, and college workshops. Parents are encouraged to suggest agenda items to PTA meetings and newsletters.

The Parent Coordinator and Executive Committee evaluate the needs of our parents by surveying them and holding monthly meetings with the PTA and the principal and/or assistant principals. During these meetings, parents receive information specific to their child's grade and particular need. Parents are able to voice their concerns. The Parent Coordinator and the PTA officers also send out instant phone messages, a monthly newsletter and interim notices to inform parents of events and to ensure that parents needs are being addressed. All communications are routinely sent in English and Spanish as these are the predominant languages of students and parents. Mailings and translators of other languages are and have been made available upon request. Parents are asked at the beginning of the year and during subsequent enrollment of their child-which language they prefer to receive notifications.

Progress reports as well as report cards are issued to students to apprise them of their child's progress in all content areas as well as language acquisition. The school also has an open door policy so that all issues and concerns may be addressed in a timely manner.

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)							0	0	0	0	0	0		0
Intermediate(I)							0	1	0	0	0	0		1
Advanced (A)							2	1	1	3	1	1	2	11
Total	0	0	0	0	0	0	2	2	1	3	1	1	2	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0	0	0	0	0
	I							0	0	0	0	0	0	0
	A							2	1	1	3	2	1	1
	P							0	0	0	0	0	0	0
READING/ WRITING	B							0	0	0	0	0	0	0
	I							1	1	0	0	0	0	0
	A							1	0	1	3	2	1	2
	P							0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	3	0	0	0	0	0	3
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					3				3
8	0	0			1	0			1
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	2		2	
Math <u>Algebra</u>	4	0	4	0
Math <u>Geomtry</u>	4	0	4	0
Biology			1	
Chemistry	0			
Earth Science	0	0	0	0
Living Environment	4	0	4	0
Physics				
Global History and Geography	3	0	3	0
US History and Government	2		2	
Foreign Language	3	0	3	0
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.

The school uses a variety of assessment tools to assess early literacy skills. Periodic Benchmark exams are administered to determine student reading levels, progress and areas of needed improvement. Additionally, students attend small group instruction where reading instruction and specific strategies are worked on every week. These strategies are then taught in a whole group classroom setting. This data provides a lot of insight into ELL data because it informs how quickly and how much each student progresses in reading. The students are also assessed on their writing, listening and speaking ability in the classroom and this is done over individual conferencing with students and logged into their journals.

The data patterns reveals that across proficiency levels students who are categorized as long term ELLs are not making as much progress as students who are beginning or intermediate ELLs or those who have received services for 6 or less years. Additionally, we need to focus on speaking and writing according to NYSESLAT data.

Patterns across the modalities have affected instructional decisions and there has been an emphasis put on Academic Vocabulary and Accountable Talk this year to ensure that our students are getting ample time to talk in an academic setting. Additionally, writing is incorporated into every content area which also coincides with the work that is being done with the Common Core Standards. Writing is an

Our ELL program is evaluated annually as feedback is solicited from parents, students, teachers and administration. We overlapped some instruction with teachers so they are teaching similar students. We use this information to see how students are progressing and which instructional strategies are more effective than others. Every summer, we examine how our students performed on the NYSESLAT exam and compare it to other New York State tests such as English Language Arts, Mathematics, Science and Social Studies to see areas we need to focus on for the following year. We also evaluate the instructional tools we have in the classroom and see if additional materials need to be purchased to enhance instruction. We also see if the current model is working or if we need to adjust and this year we decided to have more pull-out time for students since the push-in model was not as effective as we anticipated it to be.

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.

N/A

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		11/19/10
	Assistant Principal		11/19/10
	Parent Coordinator		11/19/10
	ESL Teacher		11/19/10
	Parent		11/19/10
	Teacher/Subject Area		11/19/10

	Teacher/Subject Area		11/19/10
	Coach		11/19/10
	Coach		11/19/10
	Guidance Counselor		11/19/10
	Network Leader		
	Other		11/19/10
	Other		
	Other		
	Other		