



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NORMAN THOMAS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M620

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SUPERINTENDENT: TAMIKA MATHESON

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 students will improve their effective reading levels by 1.5 grade levels.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Many students are three or more reading levels behind as documented by the Gates Macginnite Teacher assessments and regents grading analysis reveal students lack basic writing skills
Informal and formal assessments document students have poor reading comprehension.
Teachers are not introducing literacy strategies in their instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Through SLCs and common planning time meetings humanities and ESL instructors will lead a school-wide initiative to introduce literacy strategies across all disciplines.
- Teachers will reference the seven habits of effective readers when modeling reading strategies for their students.
- Teachers will engage in common assessment of student learning in common planning meetings to facilitate the identification of specific barriers to student learning
- Teachers will engage in collegial conversations during common planning meetings to develop best practices to support student achievement.
- Staff development is being facilitated by embedded coaching by NYU metro-center coaches.
- Mandated school wide professional development will target reading strategy implementation and instructional methods
- Achieve 3000 will be used to improve literacy among the English Language Learner population.
- Teachers will engage in item analysis of student exams and interim assessments (NYS Regents Predictives) to inform and align

instructional strategies to student needs.

Timeline

Common planning meetings will be scheduled twice a week for the academic year beginning in September 2011. Professional development will be scheduled for chancellor mandated professional development days.

Students will be assessed in September, January and May to document progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be able to follow student progress in all academic areas on the pupil-path portal of our student information system.

We will hold parent teacher conferences to discuss student progress

We will deliver reading workshops for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers currently meet the criteria to be designated as "Highly Qualified Teachers". If new staff members are added they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

- Parents/Guardians of Title I students are participants in the Title I program.
- In Title I schools, a Title I parent committee must be formed to represent these parents.
- Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
- The school will maintain documentation regarding the use of funds and program implementation.
- As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
- The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
- These activities will be funded using the school's Title I parent involvement allocation.
- Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

**Professional development is provided as needed. (especially for all Inquiry Team teachers)
Interim measurable objectives will be established by the teachers and by the administration.
Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ✓ Through SLCs and common planning time meetings humanities and ESL instructors will lead a school-wide initiative to introduce literacy strategies across all disciplines. (TITLE I) (TL FSF) (C4E)
- ✓ Teachers will reference the seven habits of effective readers when modeling reading strategies for their students. (TITLE I) (TL FSF)
- ✓ Teachers will engage in common assessment of student learning in common planning meetings to facilitate the identification of specific barriers to student learning. (TITLE I) (TL FSF) (C4E)
- ✓ Teachers will engage in collegial conversations during common planning meetings to develop best practices to support student achievement. (TITLE I) (TL FSF)
- ✓ Staff development is being facilitated by embedded coaching by NYU metro-center coaches. (TITLE I)
- ✓ Mandated school wide professional development will target reading strategy implementation and instructional methods (TL FSF) (TITLE I)
- ✓ Achieve 3000 will be used to improve literacy among the English Language Learner population.(TITLE III)
- ✓ Teachers will engage in item analysis of student exams and interim assessments (NYS Regents Predictive) to inform and align instructional strategies to student needs. (TITLE I)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012 students will improve their on track standing towards graduation

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A review of on track standing distributed in the progress to graduation report reveals that a significant percentage of our students are off track for graduation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Identification of students needing credit recovery and credit accumulation by small learning community
- Administrative and counseling teams will be formed to lead the credit recovery initiative
- One on one meetings with students to sign them up for credit recovery coursework
- One on one meetings with students to sign them up for regents preparatory courses
- Professional development in the implementation of the Plato learning platform
- Group meetings with students to monitor, assess and discuss student progress
- Monitoring of student attendance to credit recovery classes
- Classes will be formed to create student opportunities for learning in the evenings, weekends and over holiday vacations.

Timeline

Processes for implementation will begin with the academic year beginning in September 2011.
Credit recovery classes will begin September 2011 and run in ten week cycles.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be able to follow student progress in all academic areas on the pupil-path portal of our student information system.

We will hold parent teacher conferences to discuss student progress

We will deliver workshops for parents to access the pupil-path portal of our student information system.

Parents will be contacted by phone, mail, SMS and home visits to promote student participation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers currently meet the criteria to be designated as “Highly Qualified Teachers”. If new staff members are added they will undergo a rigorous process to ensure that they meet both the standards of the “No Child Left Behind” and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

- Parents/Guardians of Title I students are participants in the Title I program.
- In Title I schools, a Title I parent committee must be formed to represent these parents.
- Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
- The school will maintain documentation regarding the use of funds and program implementation.
- As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
- The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
- These activities will be funded using the school's Title I parent involvement allocation.
- Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

**Professional development is provided as needed. (especially for all Inquiry Team teachers)
Interim measurable objectives will be established by the teachers and by the administration.
Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ✓ Identification of students needing credit recovery and credit accumulation by small learning community (TL FSF) (TITLE I)
 - ✓ Administrative and counseling teams will be formed to lead the credit recovery initiative (TL FSF) (TITLE I) (C4E)
 - ✓ One on one meetings with students to sign them up for credit recovery coursework (TL FSF) (C4E)
 - ✓ One on one meetings with students to sign them up for regents preparatory courses (TL FSF) (C4E)
 - ✓ Professional development in the implementation of the Plato learning platform (TL FSF) (TITLE I)
 - ✓ Group meetings with students to monitor, assess and discuss student progress (TL FSF) (TITLE I) (C4E)
 - ✓ Monitoring of student attendance to credit recovery classes (TL FSF) (TITLE I)
 - ✓ Classes will be formed to create student opportunities for learning in the evenings, weekends and over holiday vacations. (TAX FSF) (TITLE I)
 - ✓ Summer School (TITLE I SIG) (TL SUMMER SCHOOL SHARED)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 teachers will improve their ability to deliver instruction as measured by administrator designed evaluation rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Norman Thomas has been identified by New York State as a persistently low achieving school. Recognizing that teachers make a difference in student achievement, improving teacher classroom effectiveness is critical to improving academic outcomes for students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administrators will engage teachers in short-cycle observations to direct conversations designed to improve best practices among pedagogues.
- Analysis of teacher performance evidenced by the observation process will be used to determine high need areas for professional development.
- NYU Metro Center coaches are embedded in classrooms and offer teachers immediate feedback and coaching to improve their teaching practices.
- Analysis of teacher performance as evidenced by classroom scholarship reports will be used to drive conversations with teachers to explore student barriers to success. Armed with this information, teachers will develop SMART goals and action plans to empower students to meet the instructional requirements to succeed in their classes.

Timeline

Common planning meetings and department meetings will regularly target teacher improvement needs beginning in September 2011. Professional development will be scheduled for chancellor mandated professional development days.

Scholarship reports will be distributed each marking period for analysis
Teachers will be asked to develop or revise SMART goals and action plans within two weeks of each report card.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be able to follow student progress in all academic areas on the pupil-path portal of our student information system.

SLT meetings will be used to supplement teacher improvement conversations

Feedback from parent association meetings will help inform teacher needs for professional development in classroom management and conflict management.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers currently meet the criteria to be designated as "Highly Qualified Teachers". If new staff members are added they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind" and the needs of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title I requirements and guidance regarding the CEP

- Parents/Guardians of Title I students are participants in the Title I program.
- In Title I schools, a Title I parent committee must be formed to represent these parents.
- Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
- The school will maintain documentation regarding the use of funds and program implementation.
- As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
- The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
- These activities will be funded using the school's Title I parent involvement allocation.
- Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

**Professional development is provided as needed. (especially for all Inquiry Team teachers)
Interim measurable objectives will be established by the teachers and by the administration.
Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ✓ Administrators will engage teachers in short-cycle observations to direct conversations designed to improve best practices among pedagogues. (TL FSF) (TITLE I)
- ✓ Analysis of teacher performance evidenced by the observation process will be used to determine high need areas for PD. (TL FSF) (TITLE I)
- ✓ NYU Metro Center coaches are embedded in classrooms and offer teachers immediate feedback and coaching to improve their teaching practices. (TITLE I)
- ✓ Analysis of teacher performance as evidenced by classroom scholarship reports will be used to drive conversations with teachers to explore student barriers to success. Armed with this information, teachers will develop SMART goals and action plans to empower students to meet the instructional requirements to succeed in their classes. (TL FSF) (TITLE I)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	119	89	73	141	179	194	174	480
10	157	142	117	140	112	130	121	385
11	189	131	178	132	87	87	79	294
12	61	32	23	42	69	64	53	147

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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"> • Lunchtime tutoring is provided daily. • Rosetta stone is used in both English and Spanish for bilingual students. • Achieve 3000, a differentiated instructional web-based program is used with bilingual and ESL students as well as students taking the English Regents exam.
Mathematics:	<ul style="list-style-type: none"> • After school tutoring is provided daily. • Destination Math interactive math program for level 1's and 2's. Castle Learning interactive math program for Regents practice. Students worked individually on the program with teachers monitoring progress, during regular and extended class time, after school. Program access is also available web-based, after school.
Science:	<ul style="list-style-type: none"> • After school programming is provided on Tuesday and Thursdays, 2:50-5:30. • Extended period. • Offered six periods a week and after school tutoring. • Castle Learning interactive math program for Regents practice. Program access was also available web-based, after school.
Social Studies:	<ul style="list-style-type: none"> • Lunchtime tutoring is provided daily for struggling students. • Extensive outreach to students who failed social studies Regents exams to encourage them to participate in tutoring and Saturday Regents Prep workshops.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Exploration of various programs and sites for alternative educational assistance. Parent and agency meetings.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Referral to outside support agencies for both child and family support. Evaluations by IEP teams as requested. Counseling services are provided as well.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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;
- maintain a community associates to serve as a liaison between the school and families. The a community associates 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 a community associates will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- 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.
- Parents will be able to follow student progress in all academic areas on the pupil-path portal of our student information system.
- We will deliver reading workshops for parents.
- Parents will be able to follow student progress in all academic areas on the pupil-path portal of our student information system.
- We will deliver workshops for parents to access the pupil-path portal of our student information system.
- Parents will be contacted by phone, mail, sms and home visits to promote student participation.
- SLT meetings will be used to supplement teacher improvement conversations
- Feedback from parent association meetings will help inform teacher needs for professional development in classroom management and conflict management.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M620

School Name: Norman Thomas High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - a. Align the school's instructional plan to ensure an engaging and rigorously challenging curriculum that addresses all students' needs.
 - All subject departments have been working to update the curriculum to include the common core standards, differentiation and uniform assessments.
 - The school purchased a site (*CLI.com*) that houses the curriculum and makes it readily available to all staff members.
 - b. Develop the ongoing practice of collecting and analyzing data so that trends, strengths, and areas of need, can be identified and incorporated in classroom level decisions.
 - Each subject department created pre and post exams for each unit of study and uniform interim assessments. They use this information to plan lessons and review.
 - Each subject department was given an Apperson scanner which provides immediate item analysis of assessments. During department meetings this data is reviewed and teachers develop plans of action for instructional intervention and instructional planning.
 - Teachers are encouraged to use "in the moment" assessments that inform whether there is a need for modifying instruction aligned with student response.
 - c. Develop specific, measurable, attainable, realistic, and timely (SMART) goals based on valid data for all students so that all constituents are accountable for meeting student's individual needs.
 - The principal developed SMART goals based on the JIT review and data analysis. His goals focus on data inquiry and collection, teacher evaluation and feedback, as well as, student achievement.
 - Each assistant principal developed SMART goals to support the principal's goals for the school.
 - Each teacher developed SMART goals based on the needs of their subject matter and individual student needs.
 - These goals are reviewed and monitored on a monthly basis and adjustments are made in accordance with progress and achievement.
 - d. Incorporate a more precise inquiry approach in to professional collaborations so that the analysis of student data drives a change in instruction resulting in a positive impact on student learning.
 - Department teams conduct item analysis of unit and interim examinations. The disaggregation of the data informs the teachers of progress and achievement and non-mastery of content and skills. Teachers plan academic intervention services based on the information within the classroom and/or encourage students to attend PM school and/or Saturday Academy.

- During common planning time, one meeting is dedicated for inquiry and the second is for common assessment of student learning. Teachers are engaged in both tasks exploring student understanding resulting in modified lesson delivery to meet student needs.
- e. Institute effective feedback structures in order to provide teachers with clear expectation of classroom practice.
- Each supervisor was provided with an iPad and the principal worked with Cymytry.com to develop an application that can be used easily and effectively in the classroom during observation. At the end of the observation, the supervisor emails the report and then retrieves it from a desktop to modify before sharing it with the teacher. This method has made the observation process “painless”.
- f. Create clear systems to evaluate the effectiveness of policies and practices in the use of student data to ensure targeted support in classrooms for all students.
- An interim assessment protocol was developed to assist teachers in identifying areas of need and developing action plans to reteach material.
 - Every marking period supervisors, along with individual teachers review the scholarship reports and identify areas in need of improvement
 - Regents results with item analysis have been distributed. Department teams will review the results and use the information to plan instruction for the Spring semester.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

See above.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The Title I funds were used to contract New York University Metropolitan Center for Urban Education. We hired two coaches who come in once a week and work with approximately 12 teachers per semester. These teachers were identified by their perspective supervisors as “teachers in need” of instructional support. The coaches provide job-embedded coaching, immediate feedback, assistance in lesson planning and additional resources. The coaches meet with the supervisors weekly to debrief and provide suggestions on continued support. The coaches also plan and conduct school wide professional development on topics such as, data informed instruction and actively engaging students.

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

We currently have no teachers eligible for the teacher-mentoring program.

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.
- Letters (in English and Spanish) will be sent home providing parents with school improvement achievements.
 - Information will be posted on the school website.
 - Text messages will be sent directly to parents’ cell phones

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 2	Borough Manhattan	School Number 620
School Name Norman Thomas High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. Martin, Jr.	Assistant Principal Mr. Urena
Coach Olga Glenn-Ortiz	Coach Richard Patrone
ESL Teacher Ms. Shapiro	Guidance Counselor Mr. Crossa
Teacher/Subject Area Mr. Blum, Social Studies	Parent Marisol Cepeda de Adon
Teacher/Subject Area Mr. Cueto, Math	Parent Coordinator Debora Knight
Related Service Provider Mr. Monheit	Other Mr. Delgado, Math
Network Leader Jose Ruiz	Other Ms. Turken, Paraprofessional

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1200	Total Number of ELLs	231	ELLs as share of total student population (%)	19.25%
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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. 

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

1b. Ms. Damon, Guidance Assistant Principal, Mr. Urena, ESL, Bilingual and Foreign Languages Assistant Principal and Mr. Crossa, Bilingual Guidance Counselor are responsible for conducting the initial screening. Ms. Damon, and Mr. Urena are responsible for administering the HLIS. Mr. Urena is responsible for administering the LAB-R. Mr. Crossa is responsible for evaluating international or national student records and for programming the student.

1c. Annually, and through out the year, the NYSESLAT results are evaluated by teaching staff during Common Planning Time on Monday or Tuesday and/or Department Meetings on Thursday and Friday. Results are evaluated by grade levels. Teachers engaged on best teaching practices conversations with teachers across content areas. This focus for this academic year is to increase student writing and reading comprehension skills. By evaluating student's results, it has been noticed that most of the students are struggling in these two skills. All students most attend the Language LAB twice a week to practice their reading comprehension skill through the Achieve3000 program. All teachers, across content areas, required students put into practice their writing skill through daily do now, classwork, projects and homework assignments. Student work is evaluated during Common Planning Time as well as teacher assignments.

2. The structures that are in place at Norman Thomas HS to all parents are: First, the parents report to room 139 to see Ms. Damon, where the student's credentials are carefully reviewed. Thereafter, the parents report to room 635 to Mr. Urena for an oral interview and the viewing of the video. In addition, the student writes a paragraph in Spanish to determine his/her literacy level. From there, the parents have a clear understanding of their rights and student's rights. Also, during the interview, the parent receives literature of the required materials his/her child need for school. At the conclusion of the interview, the Lab-R is administered if another language is spoken at home, and the Spanish Lab is to the Spanish-speaking students if the HLIS indicates that another language is spoken at home.

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

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

parents (written or verbal) are done the parent's language of choice identified in the HLIS. The viewing of the video assists parents to have a better understanding of the 3 program choices (Transitional Bilingual, Dual Language and Freestanding ESL. An agenda is created and a parent signing sheets and material distributed. Copies are kept in room 635. When a parent does not have the time to view the video the first orientation day, a letter is sent to the parent providing them with a specific date, time and location when they need to report for such viewing. Parents are also provided with the opportunity to reschedule the viewing at a time convenient for them. If the parents do not respond to the mailing, Mr. Turken follows up with a phone call. Mr. Urena is the person responsible for explaining to the parents the three program choices.

3. Entitlement letters and Program Selection are filled out after reviewing the video both mailed (with a self-addressed and stamped envelope) and/or hand-delivered by the child to all parents. Ms. Turken, Community Assistant, makes phone calls to ask parents to mail back the Entitlement letter or send it with their child. In addition, we collect documents during parent teacher conferences. Documents returned to us are filed in Ms. Damon's office in room 139. Mr. Urena keeps copies of all out-going written or verbal notifications.

4. Once these documents are received, they are delivered to Ms. Damon in room 139 to be filed in the student's folder. ESL is delivered at three 45-minute periods per day for beginners, two periods for intermediates, and one each period last 45 minutes plus an English class for advanced. Also, all students are programmed for Spanish Native Language or Heritage classes. Entitlement letters are mailed to parents during the first week of October. Copies of such letters are kept in the student's file in room 635.

5. Once it has been determined that the child is an Freestanding ESL or a Transitional Bilingual candidate, (as per the HLIS), Mr. Urena administers both the LAB-R and the Spanish LAB. By reviewing the Parents survey, 95% of parents select a transitional Bilingual program for new comers. In the past, about 2% of long term ELLs who come from Junior High School and who are still in the Transitional program (which very rare) opt out of the program.

6. Parents are informed of their child's placements during the interview process. Both programs are aligned with parental requests. If the program the parents have chosen is not offered, Mr. Crossa refers the parents to a school where the program of choice is offered.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education										4	48	28	44	124

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	42	24	12	81
Push-In														0
Total	0	0	0	0	0	0	0	0	0	7	90	52	56	205

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	231	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	9
SIFE	68	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	47

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. [i](#)

	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	101	58	1	20	7	3	13	4	4	134
Dual Language										0
ESL	13	4	0	20	6	0	49	4	6	82
Total	114	62	1	40	13	3	62	8	10	216

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										7	68	52	50	177
Chinese														0
Russian											1	2		3
Bengali											2	1		3
Urdu														0
Arabic														0
Haitian														0
French													2	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	7	71	55	52	185

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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

One of the problems in the NLA classes is that students who are doing poorly on the Reading and Writing NYSESLAT also exhibit weaknesses in those modalities in the Native language. Teachers are bringing more literacy related activities into their classrooms. Students are required to read at least two books of their choice outside the class and maintain and keep a writing journal. After reading the books students give oral book reports using student created visual aids. Teachers have worked arduously to place students in a proper level Native Language class. About 20 students have been identified as illiterate in the Native Language. As a result, A Native Language Level 1 and 2 have been approved by the Norman Thomas Accreditation Committee and have been in affect since September 2005.

Norman Thomas also has the honor to have been selected for the Teenbiz3000 Literacy Program. At the present time there are about 250 students taking advantage of this unique program. The students are required to visit the Language Lab twice a week in school and at least once a week outside the school's regular schedule. Students registered at the beginning levels, especially those arriving from a new country, are scheduled to visit the language lab three times a week. These students use the Rosetta Stone software in which they are exposed to visual and direct instructions.

3. In the Bilingual Spanish program, the students are programmed for Sciences, Social Studies, US History, Government and Mathematics in their native language. ESL pilot textbooks and workbooks-Shining Star sequences-Introduction level to Level D-follow a content area design. During Common Planning Time, teachers plan interdisciplinary lessons in which ESL teachers address topics shared by the content area teachers.

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

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

4. All students are required to take a department test which measures the students listening, reading and writing skills. This test is done on the first day the students are interviewed. Thereafter, the students take the Spanish Lab test. Test is hand-scored to program the students at the appropriate level. Students take a Spanish mock reading test every three months to evaluate their progress and to make instructional dicisions. These students also participate in the Teenbiz3000 Spanish reading program and the after school Title III NLA program.

5a. A the present time we have about 67 SIFE students. The school continues making an effort to keep those students in school through home calls made by bilingual staff, mailing letters and placing them in small classes. Furthermore, they have the option to participate in the Title III after school or PM, Saturday and Sunday schools, which does have relatively small classes. The school is also has laptops carts in which the students can use Rosetta Stone software which allows students the opportunity to practice the four modalities at their own pace; for the more advanced students the Teenbiz3000 literacy online program . Peer tutoring is also available to all students during their lunch time as well as a group of college students tutor students in Biology, Math and English during their lunch period.

5b. All newcomers who have been registered are encouraged to attend the Title III Program, which has developed a partnership with Henry Street Settlement, Henry Street Settlement, which provides a variety of services to students and families, including: English as a Second Language (ESL) classes, after-school programs, and community events.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

A. Programming and Scheduling Information

5c. One of the major challenges for students in their 4-6 years is their inconsistency in attendance, students who come and go between their

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Once in ESL 5, students are placed in an English class appropriate to their grade level. However, this has created problems for some students. We are working closely with the English AP in continuous implementation of a paired transitional class that focuses on ELA Regents preparation. The paired class will have the same students and an ESL and an ELA teacher working together. The English, Math, and other content areas curricula have been aligned to better serve our ELL population. There are two groups of ELLs: The ESL and The Bilingual Spanish. Programs such as Castle Learning, Champion Learning Center, Educate Online and Title Three are available to all ELLs in all disciplines. Peer tutoring is also available to all students during their lunch time as well as a group of college students are available to offer tutoring opportunity in Math, Biology and English to all ELLs. There, the number of students in class is smaller and the teachers can work on a one-one basis. The students take fewer classes and have a shorter school schedule. These services are available in Spanish and for ESL students. Some of the intervention programs for students registered in the ELA are: All Seniors who only need to take the English Regents to graduate have been programmed to attend Saturday School as well as Tuesday and Thursday Title III English classes. The Students also participate in the Achieve3000 reading comprehension program. The English teachers are also assigning reading and writing materials through Castle Learning. A group of college students tutor Seniors on Friday within school hours in ELA. In Math, students also attend the Title III and the Sport and Arts programs. The teachers also assign work through Castle Learning. Students who need credit recovery are registered for PM School Monday and Wednesday or Tuesday and Thursday and/or Saturday and Sunday School. In Social Studies students receive assistance during after school programs such as Castle Learning, Title III and Sports and Arts. They participate in the credit recovery program said above. During the Title III program we offer assistance in Science Lab on Tuesday from 3:15 to 5:15 in room 804. On Thursday, the students can complete their homework and project assignments in room 638 where a bilingual Science teacher assists the students. These students participate in the Sport and Arts, Castle Learning and Educate Online programs. In the native language students are participating in the Reading Club in Spanish, they also participate in the Achieve3000 program to improve their reading comprehension skill in their language. Teachers across disciplines allow the students to present their assignments-written or verbal-in their native language when it is necessary.

9. Once the students are tested proficient in the NYSESLAT, the students continue to be supported by the leadership team at Norman Thomas High School. What has been found along the years is that most students who tend to opt out remain in the ESL program because it provides academic and personal supports. These students are still taking advantages of all available support within the schools in terms of tutoring services during and after school hours. The students receive additional support in tutoring during the T3 after school program; teenbiz3000; Sports and Arts; Educate Online; and Champion Learning Center tutoring programs. They also receive guidance for in terms of graduation requirements such as financial aid, scholarships, college applications, college cover letters and resume. Formal ESL students receive their testing accommodations during testing periods-Regents, Midterms, Finals and in-class testing.

10. For this year, three laptop carts have been ordered to be used in the Title 3 After School, along with TV, Visual Transparencies, maps, dictionaries in English and Spanish, Russian-English, Bengali-English and Chinese-English. We still need more technology available to the students in our Academy to bring the level of our instruction into the 21st Century. The principal has also ordered laptops for instructional purposes. Desktop computers are available for students to conduct research, to complete their assignments, prepare college cover letter and resume. These laptops will be used for the Title Three after school program in which the students can continue the use of the Teenbiz3000 Differentiated Instruction program. The program and services for ELLs will continue in order to support the new curriculum and align it with other subject areas, new textbooks have been purchased. The Shining Star program develops the students' English skills needed in the different content areas. Each unit has selections about a variety of topics, including science, social studies and math. Beginner's Level

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:	Spanish			
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D. Professional Development and Support for School Staff

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

1. Regular school professional development occurs on designated days. During Election Day, teachers participated in the NYU Metro-Centro workshops: Flow of a Lesson; Students Engagement, and Teaching Reading. In the afternoon of said day, the teachers gathered together and put into practice what they have learned. They produced lessons addressing the instructional objectives development. Teachers will participate in the Achieve3000 Workshop in which the teachers will be able to better utilize the program's data to drive classroom instructions. Teachers also go out to the building to take advantage of the many PDs offer by OLL. At the present time, Mr. Urena is working with Dr. De Leon to plan a PD in which teachers will go through the process of the flow of a lesson by applying rigor, engagement, questioning techniques, and assessment. They will be engaged on practical applications that they can bring into their classrooms. All teachers, assistant principals, paraprofessionals, guidance counselors, Special education teachers, psychologist participate in professional development planned by the school during the academic year. Most professional developments take place during common planning time where teachers present best teaching practices such as do now development activities, practical application that engages students, assessments and lesson closures. The guidance counselor presents PDs regarding student's welfare. All teachers within the academy partake in the monthly walkthroughs. During this time, teachers provide constructive feedback to their peers in Common Planning Time meetings. For the month of December, teachers will be engaged in the PDs on how to look at student work to make instructional decisions that will positively impact student's academic progress. The Business and Career Assistant Principal, Ms. Darios is meeting with all the Seniors to ensure that they are meeting their goals for June graduation and at the same time they are meeting all graduation requirements.

2. This academic year Norman Thomas High School did not receive incoming 9th graders.

3. For election Day, November 8, 2011, the teachers will participate : The Flow of the lesson, student engagement through NYU Metro Center and reading strategies by the Assistant Principal of English. Records of their hours are kept at the principal office room 125.

E. Parental Involvement

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

1. Parental involvement will most certainly be-but not limited to-the responsibility of Guidance. This is the best way to help make parents more aware of their child's educational life--to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students and to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend (New school year assembly, Seniors Assembly). The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion (agenda and program will be available). A total of 5 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor. Success would be measured in parent attendance of workshops, successful outreach, and better student performance in all classes. Target

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

3. There is a very good communication between the ELLs parents and the Empire State Academy. Parents express their need through phone calls, school visits and/or in writing. During the initial interview Mr. Urena advises parents to call or visit the school any time they deem necessary. The school does not have a parent coordinator; however, if the parents need translation, the school has staff that can be available at any time to assist parents. A parent survey will be mailed to all ELLs parents during the month of December. The purpose of such survey is to provide the parents with an opportunity to give us feedback as to how we can better serve their needs and their child's.

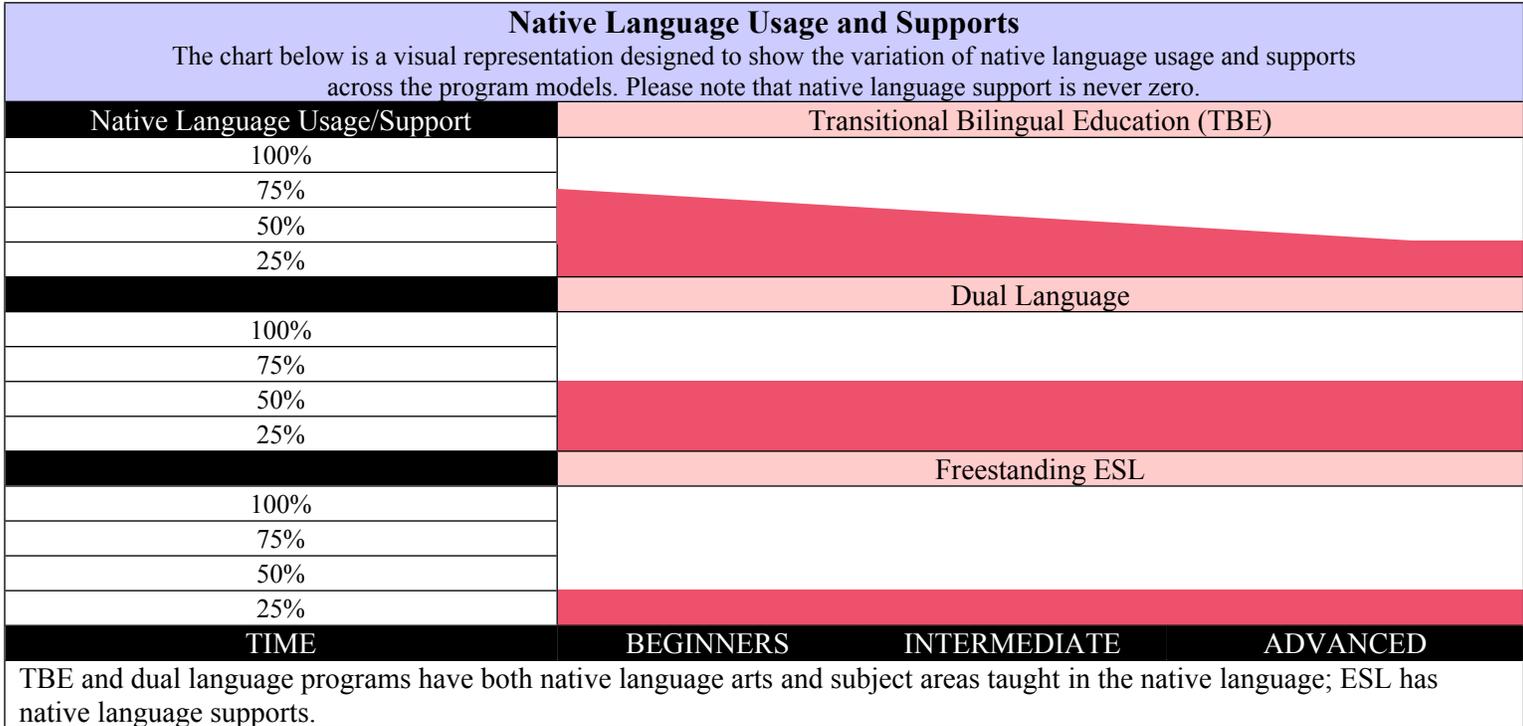
4. Parents usually request letters that prove that their child attend our school, especially when the parents are applying to receive public assistance but also for counseling and social workers. The activities scheduled for parents address mostly their concerns which deal with school safety and curricula,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

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
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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



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

B. Programming and Scheduling Information--Continued

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

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Regular school professional development occurs on designated days. During Election Day, teachers participated in the NYU Metro-Centro workshops: Flow of a Lesson; Students Engagement, and Teaching Reading. In the afternoon of said day, the teachers gathered together and put into practice what they have learned. They produced lessons addressing the instructional objectives development. Teachers will participate in the Achieve3000 Workshop in which the teachers will be able to better utilize the program's data to drive classroom instructions. Teachers also go out to the building to take advantage of the many PDs offer by OLL. At the present time, Mr. Urena is working with Dr. De Leon to plan a PD in which teachers will go through the process of the flow of a lesson by applying rigor, engagement, questioning techniques, and assessment. They will be engaged on practical applications that they can bring into their classrooms. All teachers, assistant principals, paraprofessionals, guidance counselors, Special education teachers, psychologist participate in professional development planned by the school during the academic year. Most professional developments take place during common planning time where teachers present best teaching practices such as do now development activities, practical application that engages students, assessments and lesson closures. The guidance counselor presents PDs regarding student's welfare. All teachers within the academy partake in the monthly walkthroughs. During this time, teachers provide constructive feedback to their peers in Common Planning Time meetings. For the month of December, teachers will be engaged in the PDs on how to look at student work to make instructional decisions that will positively impact student's academic progress. The Business and Career Assistant Principal, Ms. Darios is meeting with all the Seniors to ensure that they are meeting their goals for June graduation and at the same time they are meeting all graduation requirements.

2. This academic year Norman Thomas High School did not receive incoming 9th graders.

3. For election Day, November 8, 2011, the teachers will participate : The Flow of the lesson, student engagement through NYU Metro Center and reading strategies by the Assistant Principal of English. Records of their hours are kept at the principal office room 125.

E. Parental Involvement

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

1. Parental involvement will most certainly be-but not limited to-the responsibility of Guidance. This is the best way to help make parents more aware of their child's educational life--to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students and to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend (New school year assembly, Seniors Assembly). The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion (agenda and program will be available). A total of 5 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor.

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Success would be measured in parent attendance of workshops, successful outreach, and better student performance in all classes. Target number of parents is 250, but a more realistic number of approximately 50 parents is expected because many of the parents do not live in the neighborhood and work multiple jobs. Refreshments will be served. Materials include brochures on graduation requirements, trips, and other involvement opportunities. Also, parents and students must attend the school Orientation Day. This is an all day orientation in which the students and parents are informed of the school's policies and regulations. A tour of our school building is conducted. During the first week of school, there is an assembly for all ELLs. There, the students review the Academy's expectations such as discipline and academic. Written and verbal communications are done in the parent's prefer language. Phone calls are also done in the parent's prefer language. If the parent needs sign language interpreter, Mr. Monheit is in charge of ensuring that there is one available at the time of the parent's visit. We have translators for French, Chinese, Bengali, Russian, and Spanish. Parents are invited to the Fall and Spring Honor Roll Assemblies as well the monthly Parent Association Meetings, and School Leadership Meetings

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

3. There is a very good communication between the ELLs parents and the Empire State Academy. Parents express their need through phone calls, school visits and/or in writing. During the initial interview Mr. Urena advises parents to call or visit the school any time they deem necessary. The school does not have a parent coordinator; however, if the parents need translation, the school has staff that can be available at any time to assist parents. A parent survey will be mailed to all ELLs parents during the month of December. The purpose of such survey is to provide the parents with an opportunity to give us feedback as to how we can better serve their needs and their child's.

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

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)										2	21	10	13	46
Intermediate(I)										5	33	29	28	95
Advanced (A)										0	16	15	10	41
Total	0	0	0	0	0	0	0	0	0	7	70	54	51	182

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	12	10	0
	I										6	19	22	12
	A										7	19	10	6
	P										13	59	17	16
READING/ WRITING	B										5	18	13	2
	I										19	49	32	26
	A										5	27	12	5
	P										1	13	1	1

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	50		62	
Integrated Algebra	116		51	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	80		40	
Living Environment	101		57	
Physics				
Global History and Geography	114		43	
US History and Government	104		55	
Foreign Language	47		100	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Norman Thomas High School</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Philip M. Martin Jr.	Principal		1/1/01
Benny Urena	Assistant Principal		1/1/01
Debora Knight	Parent Coordinator		1/1/01
Maryl Shapiro	ESL Teacher		1/1/01
Marisol Cepeda de Adon	Parent		1/1/01
Vicente Blum	Teacher/Subject Area		1/1/01
Jose Cueto	Teacher/Subject Area		1/1/01
Richard Patrone	Coach		1/1/01
	Coach		1/1/01
Daniel Crossa	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Patricio Delgado	Other		1/1/01
Nellie Turken	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **02m620** School Name: **Norman Thomas High School**

Cluster: Network: **610**

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 school uses the parent language survey.

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.

By reviewing the parent language survey 95% of them prefer to receive oral and written translation in Spanish. The school population is about 70% of Hispanic origin. Therefore, the school has on-site bilingual personals that assist parents if it is needed. These findings are reported during faculty meetings, common planing time meeting and department meetings.

Part B: Strategies and Activities

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

All documents pertaining to parents of ELL students are translated by the Mr. Urena, ESL, Foreign Languages Assistant Principal.

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.

The school has on-site bilingual guidance counselors, paraprofessionals and school aids to assist parents for verbal translation into Spanish, Chinese, Bengali, French and Russian for in-school oral. Out-going recording messages are done both in Spanish and English. Phone calls are made by bilingual school persons at all times. The school's main phone line is answered by a bilingual secretary.

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>.

The NYC DoE website contains the required letters available for use. NTHS uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, secretaries, teachers, guidance counselors and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation.

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

Form TIII - A (1)(a)

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

Grade Level(s): 9 – 12 **Number of Students to be Served:** 200 **LEP:** 250 **Non-LEP:** 0

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

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

Language Instruction Program

**PART 1:
INTRODUCTION**

Norman Thomas High School (M620) has approximately 250 active ELL students. All students receive Spanish bilingual education and/ or ESL instruction. Each class program consists of three (3) periods of forty-five (45) minutes of ESL at the beginner level; and (2) periods of forty-five minute of ESL instruction at the intermediate levels; and one (1) forty-five (45) minute period of ESL and one (1) forty-five (45) minute period of ELA at the advanced level, two (2) forty-five (45) minutes of Mathematics, one forty-five (45) minute period of NLA and one (1) period of Social Studies.

Title III Program:

Rationale:

Non-speaking target ELL language beginners through intermediate levels are targeted from the ELL students. The vast majority of our students are beginners (50%). Four to 5 years ELL students only comprise 10% of our student body. Long term ELLs has dropped from 95 % to 41%. There has been an increment in the numbers of SIFE students into the N cohort (87 total ELL students)

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

DATA:

During 2010, 25.74% of our mixed grade level (9-12) students scored at the Beginner Level on the NYSESLAT; 52.19% of these students scored at the Intermediate Level while 22.52% at the Advanced Level. The variation from this pattern is not marked by grade level. The most significant data concerns the listening and speaking scores on the NYSESLAT advance and intermediate ranking. Additionally, the reading and writing sections show an increase in the disaggregated scores than in previous years. In the classroom, our instruction is heavily weighed in favor of literacy skills and multi-methodology. Our teachers have been trained in ESL methodologies, but are lacking in literacy training, Differentiated

Instruction learning style and UbD. Therefore, we need ongoing professional development to enhance teacher's ability to implement literacy in daily lesson planning. We could use support from the school and the CLSO in this regard.

REGENTS EXAM	# SCHOOL	# ELL	ELL POPULATION % UNDER 65	ELL POPULATION % OVER 65	SCHOOL % OVER 65	SCHOOL POPULATION % OVER 65
ELA	178	50	36	62	71	29
ALGEBRA	395	116	49	51	75	25
US HISTORY	435	104	47	55	45	55
GLOBAL	551	114	57	43	64	35
EARTH SCI	359	80	60	40	65	35
LIVING ENV	292	101	43	57	55	45
ELLS TESTING BETTER VS SCHOOL						

NYSESLAT 2010

231 entitled to take exam

78.78% students took

182 students took exam

exam

18.13% increase of students that took

33 students increased

exam

41 students = A

22.52%

95 students = I

52.19%

46 students = B

25.74%

Our Comprehensive English results for June 2011 came at less than a 62% passing rate. The Foreign Language AP and the English AP continue working closely to infuse literacy skills across content areas by implanting the Seven Habits of an Effective Reader. 55% passed the US History which is often taken in the Native Language. 57% passed the Living Environment; 100% passed the Spanish Regents; 40% passed the Earth Science; 51% passed the Algebra. 43% passed the Global and 40% passed the Earth Science. ELL students outperformance regular education students. This is due to the infusion of the 7 Habits of an Effective Reader and the training the bilingual and ESL teachers received during the school year 2010-11. This training will continue through the school year 2011-12 sponsored by NYU.

There are 87 SIFE students. Smaller class sizes have been created to help these succeed. In addition, the school continues its effort to keep those students in school through home calls made by bilingual staff, sending letters, and placing them in small classes. Furthermore, they have been registered for the Title III after school and Saturday school which does have very small classes. The students are required to attend language lab to use the Rosetta Stone software (for Beginner mostly) which allows them to the opportunity to practice the four language modalities at their own pace and until they can start taking advantage of the Teenbiz3000 literacy online program which is in use for the more advanced students as well as Castle Learning. Students with severe literacy problem take advantage of the Read 180 program. Progress is monitor by supervisor, instructors and the school's data specialist.

Number of student to be served is approximately 200 students from grades 9-12. It targets mostly ELL Beginning students, but it also includes Intermediate and Advanced students the Title III supports all classes with the Empire State Languages for Business Academy at Norman Thomas High School. They are mixed levels 1-10. They are mixed by level not by grade. Beginners level receive 135 minutes of ESL instructions; Intermediates receive 90 minutes of ESL instruction, and Advanced receive 45 minutes of ESL and one regular ELA class. The Title III program supports the ESL curriculum at NTHS including ESL and Bilingual Spanish Education including Special Need Services students.

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

Title III Program After School Program

It services ESL and Bilingual students in grades 9 -12. It takes place two days per week for 25 weeks from 3:15 through 5:15 pm. They will be serviced by one Bilingual math, one Bilingual science, one Bilingual US history/global, one Native Language and one ESL teacher. These are the pedagogical instructors for the program. There will be five small groups of 15-20 students in grades 9-12. One AP Bilingual supervisor oversees the program, and one bilingual guidance counselor to ensure quality instruction and a safe environment.

These activities target the low literacy students in the ESL general population of the school. We will use both NLA teachers and ESL teachers and NYSESLAT scores and the Achievement 3000 Assessment Portfolio to identify these students as well as the Regents scores. These students will be heavily recruited in September and we will attempt to keep them in both the Fall and Spring classes to help them develop the skills they need to become successful students. The dates and time schedules are exactly the same as described in the rational section of the proposal. The teaching and administrative time is from 3:15 through 5:15 pm twice per week. The program starts from Oct 20, 2011 through MAY 24, 2012. One Bilingual math, one Bilingual science, one Bilingual US history/global, one native language and one ESL o teachers are the 5 instructors for the program. The programs to be offered are the following:

4 TRs X 4hrs X 25 weeks X \$50.06=20,024.00

Computer After School Program

Teenbiz3000 is a website computer literacy program. It assists students in both Spanish and English languages. 250 licenses will be purchased to be used in the language laboratory. License is purchased for individual students. Since we will serve about 250 students, we have estimated that Advanced level students will also take advantage of this unique program. That will be about 25 students. Both the NLA and the English teachers will utilize the program to assist the students in their reading comprehension for 4 hrs a week for 21 weeks. Title III funds will purchase 250 licenses which includes two PD sessions for the two teachers for 2hrs. One session in the Fall semester and one in the Spring semester. Two smart boards will be purchased to allow teachers direct group instructions. The Teen Biz literacy class will meet from 3:50 p.m. to 5:15 p.m. every Tuesday and Thursday. This class will begin on October 20th and meet every Tuesday and Thursday that school is in session until January 19th 2012 for a total of 20 sessions, and then begin again On February 2nd and continue every Tuesday and Thursday that school is in session until May 24th for a total of 25 sessions. The students can complete work during school and after school. All totaled there will be 40 individual sessions, or 20 weeks with 2

sessions each week. All other proposed supplemental activities will follow this schedule. Teachers will attend two PDs. Supply needed, dry board markers and erasers.

Teenbiz3000 program:	\$12,050.00
Supply:	\$ 100

NLA/ESL Program

The classes will be structured differently however. There will be 2 separate classes. Each class will take an ESL and a NLA class each day. At 3:15pm, one section will take an ESL class and the other section will take a NLA class and at 4:15 pm the classes will flip flop until 5:15pm. This set up will allow the ESL and NLA teachers to work together to create materials to enhance the students' literacy skills. Teachers will be able to use classroom libraries and language learning software such as Rosetta Stone previously purchased, TeenBiz3000 and two smart boards to help students with their literacy. These classes will be encouraged to visit cultural institutions such as the Metropolitan Museum. Evaluation will be on a completed portfolio or project of student reading with written responses, work completed on language learning software, written responses to museum visits, and a required cooperative project with regular class teachers. The 2 teachers are certified in ESL and Spanish. This program will include the participation of One ESL and one Native language teachers. The ESL teacher provides 20 to 30 students the support twice per week. The ESL teacher provides home, class, and project support. 20 to 30 ESL and Bilingual students are targeted twice a week. Students are helped with content and skills for the NYSLAT and Regents standards.

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

For these classes, we will visit New York City institutions such New York City Center, the Morgan Library, and the Met Museum, and and Repertorio Espanol. A Trip Fund has been set up to cover these expenses.

Trip fund \$ 2,449.50
General Supplies \$100
2 TRs X 4hrs X 25 Weeks X 50.06=5,006.00

Regents Prep Program

This activity is a NLA content area package in Spanish. It will include, Global Studies, Math and Science. It starts on Oct. 20, 2011 and end May, 24th, 2012 from 3:15 to 5:15 Tuesday and Thursday.

There will be 40-50 students served and there will be 3 teachers. In order to offer students services at Proposed Supplemental Activities 1, 2, and 3. We need a supervisor as the APO confirms no other AP will be available during those hours. The supervisor will also attend the professional development sessions. These classes will use markers, pens and notebooks.

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

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

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

3 TRs X 4hrs X 25 weeks X 50.06= 15,001.80
1 Supervisor X 4hrs X 25 weeks X 52.39=5,239.00
Supply: \$ 100
Textbooks: 400

PROFESSIONAL DEVELOPMENT ACTIVITIES

These activities will take place during the course of the program and Title III funds will pay for per session. One in the Fall and one in the Spring semesters. It includes 5 teachers. It will take place during the regular 3:15p.m.to 5:15 p.m. time slot on a Wednesday. The main focus will be to review student's data in each of the disciplines, prepared interdisciplinary activities, and look at student's work to better address the needs of the students program Team teachers in math, science, Global, ESL, and Spanish will develop strategies for their classes. Five programmed teachers will have one hour of PD at the beginning of the program with guidance assistance will discuss and plan how to best assist the students for the program. PD sessions for the two teachers for 2hrs on TeenBiz Program will also pay per session with Title III funds.

5 TRS X 4 X 50.06=1000

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

There will be two professional development sessions. These will be announced by the supervisor during the course of the program. One in the Fall and one in the Spring. These professional development sessions for the teachers target the ELL population at NTHS. 250 students comprise the ELL learners from grades 9-12. ELL beginning and intermediate level students are targeted, but not limited those students in the advanced level. The languages of instruction for the Title three program are primary Spanish and English. The teaching and administrative time is from 3:15 through 5:15 pm.

twice per week. Supervisors at Norman Thomas HS have different hour schedule. The supervisor working for the Title III program has a school schedule from 7:15 to 3:15. The program starts from Oct 20, 2011 through May 24, 2012. All state and city licensed ESL (1), Bilingual (3), and Native language (1) teachers, and 1 Supervisor serve the ELL Title III. Staff only will participate in these pds.

PARENTAL INVOLVEMENT PROGRAM

Parental involvement will most directly be the responsibility of the Guidance. This is the best way to help make parents more aware of their child's educational life is to have a Guidance Counselor available at several Title III sessions, both in the fall and in the spring, to work with the Title III students to contact the parents. The Guidance Counselor would also refer parents to other organizations in the city when appropriate, and especially organize a series of workshops throughout both terms for parents to attend. The Guidance Counselor would provide 3-4 workshops scheduled during the Title III sessions at his or her discretion. A total of 5 hours will be given for this activity and one hour of Professional development will be allotted during the recruitment phase. The Guidance counselor would be a certified bilingual counselor. Success would be measured in parent attendance of workshops, successful outreach, and better student performance in all classes. Target number of parents is 250. But, a realistic number of approximately 100 parents is expected because many of the parents do not live in the neighborhood and work multiple jobs. Refreshments will be served. Materials include brochures on graduation requirements, trips, and other involvement opportunities.

Guidance Counselor: 5 X \$53.82=\$269.10

Refreshments: \$100

Supply: \$100

Form TIII – A (1)(b):

**Title III LEP Program
School Building Budget Summary**

02M620

Allocation: \$ 39,736

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)36,	\$ 24,436.50	After School 4 teachers X 25 weeks X 4hrs @ \$50.06 = \$20,024.00 1 Supervisor 4 @ 15 @4hrs@\$52.39=\$3,143.40 Total= \$ 23, 167.40 Professional Development 5 teachers X 4hrs X \$50.06= \$1000 Total = \$ 31,369 PARENTAL INVOLVEMENT 1 Guidance Counselor@ 5hrs@\$53.82= \$269.10 Total= 269.10
Supplies and materials	\$12,750.00	Textbooks \$400 TeenBiz3000 \$12,050.00 General Supplies \$400
Travel	\$2,449.50	Trips : Admission fees: New York City Center, the Morgan Library, and the Met Museum, and Paul Taylor Company and Repertorio Espanol
Other Parent Involvement	\$100.00	Refreshments and snacks
TOTAL	39, 186.50	

