



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (02M620):

PRINCIPAL: PHILIP MARTIN EMAIL: PMARTIN9@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Philip Martin Jr	*Principal or Designee	
Matt Schley	*UFT Chapter Leader or Designee	
Rafael Llenas	*PA/PTA President or Designated Co-President	
Robert Cabrera	DC 37 Representative, if applicable	
Daisy Perez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Renee Hamilton	Member/ Assistant Principal	
Richard Capozzi	Member/ Teacher	
Catherine Mundle	Member/ School Aide	
Nancy Ahmed	Member/ School Aide	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Administrative classroom observations/evaluations, both formal and informal, should be much more regular and frequent, adhering to a plan articulated among the team and communicated to the staff. (JIT, 2010, pg. 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, administrative classroom observations/evaluations, both formal and informal, will be regular and frequent. The plan will be established among administration and communicated to the staff during common planning time.

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,
- All student groups will benefit from improved instruction resulting from a short cycle observation process and the resultant professional conversations
 - b) key personnel and other resources used to implement these strategies/activities,
- The principal, building administrators, NYU Metro-center consultants and High Schools That Work consultants will all visit classrooms to observe teacher performance and provide relevant feedback to teachers
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- The performance rubric used to assess teacher performance will be shared with the teachers in September and feedback will be welcomed.
- Teacher input will be used to modify the current assessment instrument
- Administrators will collectively visit classrooms to improve inter-rater reliability
- Teachers will be assessed formally and informally and receive timely relevant feedback
- Teacher performance data will be aggregated and shared with teachers during common planning time
 - d) timeline for implementation.
- The assessment instrument will be developed in early September
- Inter-rater reliability and classroom visits will begin mid-September

- Assistant principals of supervision will commence regular cycles of observation beginning in late September

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _SIG Grant_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - NYU consultants will be funded through the SIG grant and Title I
 - High Schools that Work consultants will be funded through the SIG grant.
 - School based administrators will be funded through tax levy funds
 - F-status Administrator will be funded through the SIG grant

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Common planning time should be used to align curricula and resources with school goals and students needs. (JIT, 2012, pg. 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 3.2 Enacted curriculum

____ 3.4 Teacher collaboration

____ 3.3 Units and lesson plans

X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will meet four times a week for common planning time. Administration and staff will participate in the development of learning bundles including curricula and resources aligned with school goals and needs as determined by student performance data.

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,
 - Teachers and administrators will engage in analysis of the Regents exams to identify mis-alignment between instruction and exam needs.
 - Teachers will develop units of study and lesson plans aligned to the instructional needs of the exams
 - b) key personnel and other resources used to implement these strategies/activities,
 - This initiative will involve the network achievement coach, NYU Metro-center consultants, building administrators and teachers
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Teachers will develop pre-test and post-tests for units of study that are aligned to the regents.
 - Administration will support data analysis and disaggregation through item analysis to determine topics that need to be retaught to support student mastery
 - d) timeline for implementation.
 - Regents item analysis will begin in September and be completed by November
 - Preparation of learning bundles and lesson plans will be ongoing.
 - Regent performance will be revisited and reanalyzed after the January Regents

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: SIG grant_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - NYU consultants will be funded through the SIG grant and Title I
 - School based administrators will be funded through tax levy funds
 - Teaching staff will be funded through Tax Levy and Title IA funding
 - Network achievement coach will be funded through Set Aside funding

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NTHS should create a focused, short and long-range plan for PD with the goal of improving literacy skills in the content areas, higher-order thinking skills and an enriched and varied instructional repertoire for all teachers. This PD plan should include formal and informal evaluations as follow-up to assure accountability for classroom implementation of strategies learned in PD. (JIT, 2010, pg. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Norman Thomas will use regularly scheduled common planning time to create focused short and long-range plan for PD with the goal of improving literacy skills. The school will also incorporate the support of the network achievement coach to facilitate PD. The school will follow-up through formal and informal evaluations to assure accountability for the strategies learned in PD.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- All students will benefit from improvements in instruction generated by improved teacher practice
- The teachers will work collaboratively during common planning time to develop learning bundles to improve literacy skills.
- Assistant principals and teachers will lead content specific trainings
- NYU Metrocenter and High Schools that Work will work continuously to mentor staff in best practices
- NYU Metrocenter and High Schools that Work will deliver quality trainings for teachers and administrators
- Key performance data from classroom observations will be used to direct professional development opportunities
- Administrators will visit classroom to assess if the teachers are implementing the strategies explored in professional development sessions
- d) timeline for implementation

- Introduction of the plan for improving literacy through learning bundles will begin in the first week of school
- At department meetings teachers will articulate topics they need to develop to improve literacy skills among the student population
- At CPT meetings teachers will explore topics for professional development

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __SIG Grant_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - NYU consultants will be funded through the SIG grant and Title I
 - High Schools that Work consultants will be funded through the SIG grant.
 - School based administrators will be funded through tax levy funds
 - F-status Administrator will be funded through the SIG grant

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Data regarding the impact of various student support programs should be compiled and analyzed. Data on student attendance, student discipline, subject failure rates, etc. should be reviewed monthly to track progress and make corrections. (JIT, 2010, pg. 7)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 Norman Thomas will have implemented a series of cascading formative assessments. Data will be compiled and analyzed to support various student programs. Pre and post unit assessments will be utilized to help teachers guide instruction to fulfill student needs and help them become academically and socially successful.

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) key personnel and other resources used to implement these strategies/activities,
- All students will benefit from teachers reteaching material that was not grasped on the first round of instruction
- Teachers will develop the CCLS aligned exams
- Administrators will review the exams for congruence with intended learner outcomes and rigor
- The data specialist will aggregate and disaggregate the data for teachers using reports and analytical charts
- Performance will be measured by student ability to demonstrate improvements in their scores on pre-test and post-test reports
- Teachers will begin planning exams and the timelines for exams in September
- Pre-tests will be given before each unit of study
- Post-tests will be given before the completion of each unit of study; allowing for opportunity for teachers to reteach subjects
- Performance will be matched to regents performance to identify trends in student performance

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - School based administrators will be funded through tax levy funds
 - Teaching staff will be funded through Tax Levy and Title IA funding

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A structure should be developed that fosters stronger relationships among all constituents in the NTHS community. Nascent student governance structures should be fostered, and more formal and informal communications and interactions should be initiated to comprehensively embrace all constituents. (page 6)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment 6.4 Partnerships and responsibility
- 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Norman Thomas will develop outreach procedures to facilitate communication with families, staff and students through both the SLT and responsible use of social media including our website and twitter feeds and web-based feedback forms.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,
 - All returned mail will immediately be followed up with mail tracers through the United States Post Office to update ATS
 - We will liason with HRA to determine if they have live addresses and phone numbers for students that we cannot reach
 - We will develop a twitter feed for our website that will allow for timely publication of information relevant for families
 - Outreach phonecalls will be made daily
 - The results of outreach phone calls will be logged onto a database allowing Norman Thomas to analyze trends in parental conversations.
 - Compiled rosters of textable phone numbers
 - School messenger will be used to communicate with families
 - Angel program
 - b) staff and other resources used to implement these strategies/activities,
 - F-status administrator
 - Community associate
 - Para

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Teachers are involved in making outreach phone calls through the Angel Program
- d) timeline for implementation.
- December 2012

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: __SIG grant_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - NYU consultants and High Schools that Work consultants will be funded through the SIG grant.
 - School based administrators will be funded through tax levy funds
 - F-status Administrator will be funded through the SIG grant
 - Community Associate will be funded through Tax Levy funds
 - F-status guidance counselor will be funded through the SIG grant
 - Para will be funded through Tax Levy funds
 - Teaching staff are funded through Tax Levy funds

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Focused intervention based on student need	Tutoring by Stern College Students	Lunchtime and after-school
Mathematics	Focused intervention based on student need	Tutoring by Stern College Students	Lunchtime and after-school
Science	Focused intervention based on student need	Tutoring by Stern College Students	Lunchtime and after-school
Social Studies	Focused intervention based on student need	Tutoring by Stern College Students	Lunchtime and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focused intervention based on student need	SBST and mandated social worker	As necessary

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All our teachers are highly qualified. We are not recruiting new teachers due to our phase-out status.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 is 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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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	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 L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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 provides a rich curriculum that incorporates arts based activities that uses all four modalities with a specific emphasis on literacy skills

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

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

5d. We have open communication relationships between academies to see how we can better support those students who have completed 6 years or more within the ESL program. If the students arriving to us from Junior High School are still in the Bilingual program, we interview both parents and students to see if they have developed enough English fluency and understanding to withdrawal them from the Bilingual Program. What has been found from the interview is that the students are kept in the Bilingual program, but they have not had the support in their Native language (Spanish) or did not have the Native language (Spanish) in Junior High School, so they tend to be more proficient in the English language. At the present time, we review all students' transcripts and check the years of the students in the program. Thereafter, we call parents and students to conduct an interview. During CPT (Common Planning Time), all teachers are planning interdisciplinary lesson to increase their reading and writing skills.

5e. All students who have been identified as Resource or Special Education require close cooperation with the Special Education Assistant Principal where those students receive the same support as non-Special Needs ones. By looking at the student's IEP the school leadership and teachers can provide the students with the services they need. The students receive their mandated counseling provided both by Ms. Lamaze and Mr. Crossa. Mr. Galeano is in charge of those students in Resource room. He has implements the push-out model because the students feel more comfortable. The Special Education Assistant Principal, Mr. Monheit, support Mr. Galeano in understanding the IEP. Mr. Monheit provides ongoing workshops to all Special Education teachers within Norman Thomas.

6. The instructional strategies use by all ESL/Bilingual teachers are: Cornel Note Taking, Graphic Organizer, Seven Habits of the Effective Reader, Cooperative learning activity, hands-on activity, accountable talk, rubric, project-based activities, music, film, media, interdisciplinary instruction, technology integretion, inquiry-based learning, and problem-based learning. Teachers in the ESL program use content-based textbooks such as the Shinning Star series Introduction level to Level D, Achieve3000 reading comprehension web program, Rosetta Stone Software, Biology textbooks in Spanish, Social Studies and US History textbooks in Spanish as well as a Bilingual Regents Preparation textbooks developed by the Social Studies Assistant Principal and translated by Ms. Angelica Vazquez, and Math textbooks, cassette players, tv, document readers, overhead projectors, laptop carts, Dictionaries, maps, transparencies, mini-library both in Spanish and English. There is an opened communication between the Special Education Assistant Principa, Mr. Monheit and Mr. Urena. Student IEP is monitored to ensure that the students are placed in the appropriate CTT class, a paraprofessional is assigned to the students if it is required, and that they are matriculated in the appropriate ESL class. During our Child Study Team meeting, which meets every Thursday during 3rd period in room 626, we review the student academic progress. We invite parents to participate in said meeting when it is necessary. The Child Study Team is composed of three assistant principal, a social worker, two general education teachers, a guidance counselor and a school psychologist.

7. The school's curricular, instruction and schedules are flexible for all ESL and SWDS. Students with an IEP are placed according to the recommendations specified in the IEP. Students are placed in CTT classes for subjects in which they can start transitioning from the self-contained Special Education program to the mainstream classrooms. Also, these students take most of their classes within the Technology Academy. However, for their ESL subject classes they go to the Empire State Academy (ESA) where they receive the mandated instructional time for ESL. Bilingual Para are available for those students who have other needs such students in wheelchairs or students who need someone to keep them focus in the classroom. Most ELLs are in the (ESA). However, students who wish to participate in the other two academies (Technology and/or Business) may do so, depending on their academic performances. There are students who travel

A. Programming and Scheduling Information

between three academies depending on their needs. They come to the ESA to take the mandated ELL services. Many of the students who were proficient in the 2010 NYSESLAT opted to stay in the ESA. All ELLs regardless of their status take advantage of the extracurricular activities during and after school hours such as tutoring, honor roll assembly, college advisory, conflict mediation program, trips, Title 3 and Sports and Arts program. Students are mixed with non-disable peers during the entire school hours. Unless, the student's IEP necessitate that the student is placed in a self-contained class.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

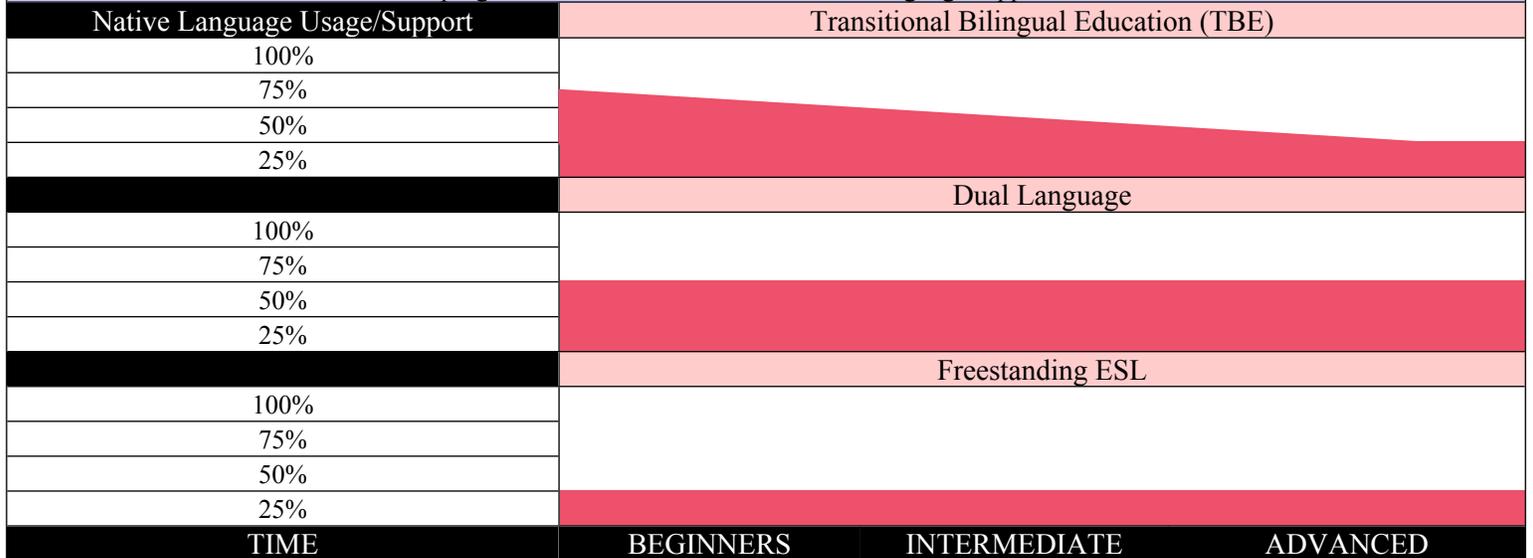
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

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 begins with the textbook: Key to Learning; Intermediate Level begins with the Introductory levels A and half of level B. Advanced Level begins with Textbook Level B, and C. Five sets of Getting Ready for the NYSESLAT Review Textbooks have been distributed among teachers. In the classroom, students are exposed to fiction and non-fiction genres. Mini-libraries (grade reading levels 6-8) selections have been purchased and placed in classrooms. By the year 2011-12, all ESL classrooms within Norman Thomas will have a Mini-library selection. Twice a week students will be scheduled to visit the Language Lab where the students immerse themselves in their studies of the English language through the Rosetta Stone Software and the online Teenbiz3000 literacy program. Students move on as they progress in each given unit. Beginners and Intermediates students also are registered for the Tuesday and Thursday Title III Enrichment Programs. This year, we started the a Reading Club, and spelling bees programs. Advanced students will be participating in the pilot program "Write To Learn."

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

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

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

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

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

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

17. There are only one language electives at this time, Spanish.

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 offered 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 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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. All students registered within the ESL or Bilingual programs must attend the Language Lab twice a week. The first day in the Lab, the students take a pre-assessment reading comprehension test. From the results, the students are programmed according to their reading levels. All daily articles are presented to the student at his/her level. At the end of 6 months, the students take a post-assessment reading comprehension test. The teachers can evaluate the student's data and analysis to see how far or how close they are in meeting the State Standards. The teachers can then address those standards in their daily classroom lesson planning. Teachers also can manipulate the reading levels of each student. Therefore, if a student is getting 100s, then the teacher can readjust the student's reading level up to challenge the students. The students also take the English Placement test provided by the English AP. Once this data is available, then students are programmed for the Ramp Up English classes or for the single period classes. Ms. Bravo, Reading Specialist uses the Read 180 program for those students who have lower literacy skills

2. During 2010, 22% of our 9 grade level students scored at the Beginner Level in listening and speaking; 21% of our 9 grade level students scored at the Intermediated level in listening and speaking; 4% of our 9 grade level students scored at the advanced level in listening and speaking; and 53% of our 9 grade level students scored at the proficiency level on the NYSESLAT. 29% of our 10 grade level students scored at the Beginner level; 17% at the Intermediate level; 3% at the Advanced level; 51% at the proficiency level in listening and speaking. 20% of our 11 grade level students scored at the Beginner level; 17% at the Intermediate level; 9 % at the Advanced level; and 54% at the proficiency level. 17% of our 12 grade level students scored at the Beginner level; 34% at the Intermediate level; 3% at the Advanced level; and 45% at the proficiency level in listening and speaking on the NYSESLAT.

25% of our 9 grade level students scored at Beginner Level; 42% at the Intermediate level; 32% at the Advanced Level and 1% at the Proficiency level; 30% of our 10 grade level students scored at the Beginner level; 39% at the Intermediate level; 31% at the Advanced level; and 1% at the Proficiency level; 22% of our 11 grade level students scored at the Beginner level; 44% at the Intermediate level; 31% at the Advanced level; and 3% at the Proficiency level; 17% of our 12 grade level students scored at the Beginner level; 66% at the Intermediate level; 17% at the Advanced level; and 0% at the proficiency level in Reading and Writing on the NYSESLAT.

3. By reviewing this data, we the teachers at the Empire State Academy, specifically ELS, English and Native Language teachers, have noticed that our instruction will be heavily weighed in favor of writing and reading, and in developing those skills throughout content areas. This means, teachers must implement the strategies "The Seven Habits of an Effective Reader" and Cornell Note Taking. Looking very carefully at the data generated by the Achieve3000 program in Reading Comprehension as well as the data gathered through the ESL, English and Native Language mock tests to make instructional decisions.

4a. The most significant increment has been in listening and speaking scores on the NYSESLAT across all grade levels. However, the reading and writing sections show a continuous lacking at all levels in proficiency. In the classroom, our instruction is heavily weighed in favor of literacy skills and multi-methodology to teach these two skills. The main focus for this academic school year throughout all content areas is to plan lessons where the students are engaged in practicing and developing their reading and writing skills. Teachers must bring evidence of student work during common planning time meeting where these skills are being implemented.

4b. Our teachers have been trained in ESL methodologies, but are lacking in literacy training, differentiated instruction learning style and

UbD. Therefore, we need ongoing professional development to enhance teacher's ability to implement literacy in daily lesson planning. We could use support from the school and the CLSO in this regard. In addition, we are trying our best to equip the classrooms for today's technological world. Therefore, providing teachers with the appropriate classroom technology such as smart boards will afford teachers with the tools needed to be connected with the outside world making instruction more appealing. According to Dr. Mary Ann Bell, Assistant Professor of Library Science at Sam Houston State University in Huntsville, Texas: "1. The interactive electronic whiteboard is great for demonstrations; 2. The interactive electronic whiteboard is a colorful tool. Research indicates that students respond to displays where color is employed; 3. The board can accommodate different learning styles; 4. All ages of students respond favorably to board use; 5. One-computer classrooms can maximize the use of limited computer access; 6. Students with limited motor skills can enjoy board use." The school leadership and teachers are using the results of the ELL Periodic Assessments to target those skills the students are not meeting. The school has provided in-school time for teachers to meet and work cooperatively to plan interdisciplinary lesson plans, plan differentiated instruction assignments align to the State standards and around the content areas. Also during this time teachers can look at student work to determine their reading and writing progress. In order to bring technology into the classrooms, many of the teachers within our academy have received the Ipad 2. This will allow them to plan more engaging lessons, intergrating visuals, mini video clips as well as a resource to look for activities and lesson plans related to their subject. The assistant principals of the school provide the teachers with pds on how to use the Ipad, Castle Learning and Achieve3000 programs.

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

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

Paste response to questions 1-6 here

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

School Name: Norman Thomas High School**School DBN:****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Norman Thomas High School	DBN: 02M620
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 150
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The purpose of the 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 more individualized instructions supporting NYS and Common Core standards.

It services ESL and Bilingual (Spanish) students, including ESL and Bilingual Special Needs and SIFE in grades 9 -12. It takes place two days per week for 11 weeks from 3:15 through 5:15 pm for both the Fall and Spring semesters. The total number of students to be served is approximately 150. They will be serviced by one Bilingual (Spanish) math, one Bilingual (Spanish) science, one Bilingual (Spanish) US history/global, one ESL, one English teacher and one Bilingual (Spanish) Business teacher. These are the pedagogical instructors for the program. There will be four small groups of 15-20 students in grades 9-12. Since there is no other supervisor on site during this time, one AP Bilingual supervisor oversees the program 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 English 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 P.M. twice per week. The program starts from Oct 16, 2012 through May 30, 2013. The materials that will be purchased for this program are: composition notebooks, pencils, pens, postage, envelopes, rulers, calculators, chart paper, whiteboard markers, crayons, paper clips, staplers and markers. In addition, two document reader projectors will be purchased to be utilized in both the English and Social Studies classes for student and teaching visual activity modeling. As part of the instructional enrichment activities, these classes will visit cultural institutions such as the Metropolitan Museum of Art, the Morgan Libray, El Barrio Museum, Repertorio Espanol, and movie theaters to view movies such as "Lincoln" (relating) to the Civil War, "Les Missarable" (relating to the French Revolution).

6 TRs X 4hrs X 11 weeks X \$50.19 =13,250.19

1 Supervisor X 4hrs X 11 weeks X \$52.52 =2,310.88

Trip \$1,959.79

2 Document Reader Projectors \$1,200

Part B: Direct Instruction Supplemental Program Information

Supply \$2,000

Part C: Professional Development

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

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

Begin description here: PROFESSIONAL DEVELOPMENT ACTIVITIES

The purpose for the professional development activities is to expand the classroom instruction to include multi-methodologies and academic literacy support for teachers of ELLs, which in turn will improve literacy skills among ELLs.

These activities will take place during the course of the program. The Professional Development activities will be sponsored by NYU (METRO) during the Fall and Spring Semesters. It includes 6 teachers and one Supervisor. It will take place during the regular 3:15 P.M. to 5:15 P.M. time slot on a Wednesday. One session will focus on reading to learn. Teachers will be trained in applying before, during, and after reading strategies to assist students in reading to learn content. The second session will focus on writing to learn. Pre-writing strategies, including but not limited to outlining and the use of graphic organizers, will be central to the training. Additionally, strategies to help students "get started" on writing responses will also be included in the training. Both of these hour and a half sessions will be aligned to the literacy skills students need to pass regents exams. The first professional development activity will be divided into two sessions. Part 1 is to be a 1 and a half hour session on Wednesday, October 24th, 2012 and Part 2 will also be a 1 and a half hour session on Wednesday, October 31st, 2012 for a total of 3 hours. The second professional development activity will be divided into two sessions. Part 1 will be a 1 and a half hour session on Wednesday, March 13th, 2013, and part 2 will be a 1 and a half hour session on Wednesday, March 20th, 2013. In addition, there will be a one hour mandatory introductory professional development for all participants. In said meeting, we will be addressing the procedures for keeping track of attendance and dates for submitting it, as well as payroll, time card procedures, snack distribution, and student recruitment. This meeting will take place on Wednesday, October 17th, 2012 from 3:15 to 4:15 P.M. in room 628.

6 TRS X 7hX \$50.19 = \$2,107.98

1 Supervisor X 7 X \$52.52 = \$367.64

NYU (Metro) cost \$3,000

Part D: Parental Engagement Activities

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

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

Begin description here:

PARENTAL INVOLVEMENT PROGRAM:

Parental involvement will most directly be the responsibility of two teachers, one Social Studies and one ESL. Having these teachers available at several after school sessions is the best way to help make parents more aware of their child's educational as well as emotional life. Also, they will organize a series of assemblies throughout both terms for parents to attend, four in total. Two will be held in the Fall and two during the Spring Semester. These activities will take place on Wednesday October 10th, 2012 for 2 hours; Wednesday, October 24th for two hours; Wednesday, April 17th, 2013; and Wednesday, April 24th, 2013 for two hours each. The workshops will include:

1. Graduation requirements, student academic progress
2. How can parents help their ELLs with college financial planning
3. What different type of supports are available for ELLs
4. Understanding the college application processes
5. What type of financial assistance are available for ELLs
6. How to get the most information on a college trip.

A total of 8 hours will be given for this activity. Both teachers are bilingual certified. Teachers will contact parents by mail and phone calls.

2 teachers X 8 X \$50.19 = \$803.04

Refreshments: \$364

Part E: Budget

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

Allocation Amount: \$27324

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 18,839.73	<p>After School</p> <p>6 teachers X 11 weeks X 4hrs @ \$50.19 = \$13,250.19</p> <p>1SupervisorX11X4hrsX\$52.52=\$2,310.88</p> <p>Total = \$ 15,561.07</p> <p>Professional Development</p> <p>6 teachers X 7hrs X \$50.19= \$2,107.98</p> <p>1 supervisor x 7 hrs x \$52.52=\$367.64</p> <p>Total = \$ 2,475.62</p> <p>PARENTAL INVOLVEMENT</p> <p>2 teachers@8hrs@\$50.19= \$803.04</p> <p>Total= \$803.04</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$ 3,000	New York University’s Metropolitan Center for Urban Education Professional Development Program. Six teachers, one supervisor. Two days for one and half hour sessions. Total: \$1,500
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	2,000	Composition notebooks, pencils, pens, postage, envelopes, rulers, calculators, chart paper, whiteboard markers, markers, crayons, paper clips, and staples. General Supplies \$2,000
Educational Software (Object Code 199)	1,200	2 document reader projectors at \$600 each

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$27324

Travel	\$1,959.79	Trips : Admission fees: New York City Center, the Morgan Library, the Met Museum, Movie theaters, and Repertorio Espanol
Other	\$324.12	Parent engagement: Refreshments and snacks
TOTAL	\$27,323.64	☐