



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THURGOOD MARSHALL ACADEMY FOR LEARNING AND SOCIAL CHANGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M670

PRINCIPAL: SEAN L. DAVENPORT

EMAIL: SDAVENP@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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
Sean L. Davenport	*Principal or Designee	
Angela Young	*UFT Chapter Leader or Designee	
Marjorie Douglas	*PA/PTA President or Designated Co-President	
Marie Easton	DC 37 Representative, if applicable	
Georgi Exinord Daniel Ramirez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rochelle Sanders	Member/ Title 1 Rep	
Sarah Gale	Member/ Parent	
Dorothy Benson	Member/ Parent	
Aurea Bullock	Member/ Parent	
Della Saunders	Member/ Parent	
Nia Modeste	Member/ SLT Chair	
Bryant Harris	Member/ AP	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 To Improve Middle School performance in ELA /Literacy

- At least 10 percent of middle school students in bottom third in ELA will realize an increase in performance on their state exams
- 10% of level 3 and above students will maintain and/or improve their performance.

Comprehensive needs assessment

- The most recent data indicates that 60% of our Middle School students scored below proficiency on the State ELA exam in their respective grades. Further, in-depth analysis of individual ELA test scores reveal a pattern of insignificant growth made between grade levels i.e. 6-7, 7-8.

Instructional strategies/activities

- a) Differentiated Instruction in regular school day as well as in Extended Learning Time-heterogeneous/homogeneous groupings as appropriate, use of diagnostic, pre and post testing to determine levels and progress, varied teaching methodologies such as whole-class, small group, individualized and technology based instruction
- b) Content-area classroom teachers, Extended Learning Time personnel including Educational Associates,
- c) Utilize Inquiry Teams as well as grade and content area team meetings incorporated into daily schedule for decision making, sharing best practices, and discussing student performance, needs assessment and evaluation of instruction, pre/post tests, interim assessments and student groupings
- d) June 30, 2013

- Curriculum and lesson planning intervention for ELA instructors by Middle School Education Coordinator
 - a) Create "Individual Professional Development Plan: for ELA middle school teachers
 - b) Conduct classroom inter-visitations
 - c) Conduct demonstration lessons
 - d) Meet on a weekly basis to discuss intervention strategies
 - e) Complete Springboard Training (College Board) and implement its curriculum

- Extended Day
 - a) Utilize the 37 ½ minutes for targeted intervention
 - b) Implement homework clinic for middle school students
 - c) Implement Expanded Learning Time Model

- Writing Across the curriculum
 - a) Conduct shared planning meetings which will enable teachers to share best practices as well as to develop co-curriculum writing assignments
 - b) Teachers will collaborate to implement inter-disciplinary projects
 - c) Publish and conduct public celebrations of students' writing

Strategies to increase parental involvement

- Parents will be provided with the necessary materials and trainings to help them work with their children to improve their child's academic achievement level (e.g., literacy, math and use of technology, via Gradebook, Skedula, ARIS and other modes of support and information). Parents will attend workshops to assist them with understanding City, State and Federal standards and assessments. Parents will also receive written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected 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).

Local Community Based Organizations; Street Squash and CUNY's Middle Grades Initiative staff members meet routinely with classroom teachers in order to stay apprised of curriculum, assessments and student performance. They also maintain performance data on cohorts of Middle School students. This information is used to provide homework help, tutoring and enrichment to students on and off-site during after school hours, Saturdays and breaks. The Extended Learning Time is partially funded by Robin Hood. CUNY's Creative Arts Team members collaborate closely with ELA teachers in lesson planning and infuse drama with ELA in the classroom twice weekly.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 To improve Middle School performance in Mathematics

- At least 10 percent of middle school students in bottom third in math will realize an increase in performance on their state exams
- 10% of level 3 and above students will maintain and/or improve their performance.

Comprehensive needs assessment

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

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) Align curriculum, pedagogy and assessments with common core standards, deliver instruction aimed at ensuring students achieve mathematical fluency i.e., recognize and perform proper operations, ability to problem solve, understand and apply concepts and formulas
 - b) Content-area teachers, Coach and Extended Learning Time personnel, purchase and use standards based textbooks, supplements and practice exams in the classroom
 - c) Utilize Inquiry Teams as well as grade and content area team meetings incorporated into daily schedule for decision making, sharing best practices, and discussing student performance, needs assessment and evaluation of instruction, pre/post tests, interim assessments and student groupings
 - d) June 30, 2013

Extended Day

- a) Students will be engaged in small class instruction focusing on their individual skill requirements as measured by
 - (1) item analysis of math exam
 - (2) Interim assessments and performance series
 - (3) identification of priority skills that need to be taught and reinforced
 - (4) Test prep and test taking strategy activities

Creation of vertically aligned math curriculum across grades 6 – 12

- b) Math teachers will complete Springboard Training (math) with College Board.

Strategies to increase parental involvement

Parents will be provided with the necessary materials and trainings to help them work with their children to improve their child's academic achievement level (e.g., literacy, math and use of technology, via Gradebook, Skedula, ARIS and other modes of support and information). Parents will attend workshops to assist them with understanding City, State and Federal standards and assessments. Parents will also receive written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected 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).

Local Community Based Organizations; Street Squash and CUNY's Middle Grades Initiative staff members meet routinely with classroom teachers in order to stay apprised of curriculum, assessments and student performance. They also maintain performance data on cohorts of Middle School students. This information is used to provide homework help, tutoring and enrichment to students on and off-site during after school hours, Saturdays and breaks. The Extended Learning Time is partially funded by Robin Hood.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 Regents Performance

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

At least 5% of the graduating class of 2013 will receive Advanced Regents Diplomas

Comprehensive needs assessment

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

The acquisition of an Advanced Regents Diploma represents an above minimum requirement for graduation that we believe enables students to succeed in college beyond the first year

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) Align Instruction, curriculum and assessments with common core standards, assign Regents based questions and tasks in class lessons, homework and projects, review and have students sit for scheduled practice exams, provide feedback on assessments and provide targeted instruction accordingly
 - b) Content-area teachers for every course culminating in a Regents Exam to provide rigorous instruction and assessments, Guidance Counselor and College Advisors to meet with student regularly to inform students of their individual progress toward Regents accumulation and meeting graduation requirements
 - c) Utilize common grade and content area team meetings to plan and discuss student performance, potential and progress toward passing Regents Exams and fulfilling graduation requirements, design, score and evaluate assessments and Regents Prep schedule
 - d) June 30, 2013

Regents Prep Classes

- a) Continuation of after school and weekend Regents Prep classes – classes will be offered in staggered and sustained format to accommodate student schedules and needs
- b) Create postings for Regents Prep teachers, school-wide and city-wide in order to select the most qualified candidates

Enhanced Honors Classes

- a) Develop more rigorous course offerings for students ready to pursue higher learning opportunities commencing in the 9th grade with expectation that they will be in a better position to perform
- b) Analysis of students' participation in honors classes will be informed by student performance of 8th grade ELA and Math exams as well as classroom scholarship.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Parents will be provided with the necessary materials and trainings to help them work with their children to improve their child's academic achievement level (e.g., literacy, math and use of technology, via Gradebook, Skedula, ARIS and other modes of support and information). Parents will attend workshops to assist them with

understanding City, State and Federal standards and assessments. Parents will also receive written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected 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).

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 : Differentiated Instruction

- To provide differentiated instruction to diverse learners with varied skill levels in every classroom setting

Comprehensive needs assessment

- Based on teacher classroom assessment data, Standardized test results and SQR feedback, there are noticeable differences between students in their basic Math, Social Studies, Science and ELA skill levels that are not consistently addressed.

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) Provide year-long Professional Development aimed at integrating differentiated learning strategies into instruction for general education, special education and ELL students, establish and communicate learning goals for all students, use multiple sources of information to assess learning
 - b) Obtain approval for calendar change to provide monthly half-day professional development sessions, Conduct monthly professional development sessions with differentiated instruction as a dominant agenda item, Identify and purchase professional resources and publications for teacher's use including Differentiated Instruction by Carol Ann Tomlinson
 - c) Review and share best practices – internally during PD sessions and intra-visitations and externally at educational roundtables and inter-visitations
 - d) June 30, 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Parents will be provided with the necessary materials and trainings to help them work with their children to improve their child's academic achievement level (e.g., literacy, math and use of technology, via Gradebook, Skedula, ARIS and other modes of support and information). Parents will attend workshops to assist them with understanding City, State and Federal standards and assessments. Parents will also receive written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Opportunities will be provided 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). Parents will learn the effectiveness of differentiated instruction and see that we offer a high quality curriculum in all content areas where teachers are using academic learning time efficiently.

Budget and resources alignment

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

In addition to providing students with extended help in the extended day program, teachers will have an opportunity to receive training in Universal Design for learning to better prepare them to address the needs of all students using various strategies and learning styles to support the needs of each individual student.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	Students in grades 6-12 receive small group instruction during 37.5 minutes Monday-Thursday. In addition, Middle School students receive targeted, skill specific small group instruction during Extended Learning Time Monday-Thursday. High School students in need of the ELA Regents are enrolled in Regents Prep twice a week for a total of 4 hours following 37.5 minutes.	All programs consists of small group and one to one tutoring depending on the needs of the individual student.	The extended day service is provided for 37.5 minutes Monday through Thursday for all students after school. The Expanded Learning Time program is designed to assist students in academic support in grades 6-9 and Monday through Thursday 3:00-5:30 and Monday through Friday for grade 6. Northside Center provides individual tutoring Monday through Friday 8:30-2:50
Mathematics	Students in grades 6-12 receive small group instruction during 37.5 minutes Monday-Thursday. In addition, Middle School students receive either targeted, skill specific small group instruction, a hands-on STEM focused curriculum or Robotics based on teacher	All programs consists of small group and one to one tutoring depending on the needs of the individual student.	The extended day service is provided for 37.5 minutes Monday through Thursday for all students after school. The Expanded Learning Time program is designed to assist students in academic support in grades 6-9 and Monday through Thursday 3:00-5:30 and Monday through Friday for grade 6. Northside Center

	<p>recommendation and student self-selection during Extended Learning Time. Monday-Thursday 3:30-5:30PM. High School students in need of a Math Regents are enrolled in Regents Prep twice a week for a total of 4 hours following 37.5 minutes.</p>		<p>provides individual tutoring Monday through Friday 8:30-2:50</p>
<p>Science</p>	<p>Students in grades 6-12 receive small group instruction during 37.5 minutes Monday-Thursday. In addition, Middle School students receive either targeted, skill specific small group instruction, a hands-on STEM focused curriculum or Robotics based on teacher recommendation and student self-selection during Extended Learning Time. Monday-Thursday 3:30-5:30PM. High School students in need of a Science Regents are enrolled in Regents Prep twice a week for a total of 4 hours following 37.5 minutes.</p>	<p>All programs consists of small group and one to one tutoring depending on the needs of the individual student.</p>	<p>The extended day service is provided for 37.5 minutes Monday through Thursday for all students after school. The Expanded Learning Time program is designed to assist students in academic support in grades 6-9 and Monday through Thursday 3:00-5:30 and Monday through Friday for grade 6. Northside Center provides individual tutoring Monday through Friday 8:30-2:50</p>
<p>Social Studies</p>	<p>Students in grades 6-12 receive small group instruction during 37.5 minutes Monday-Thursday.</p>	<p>All programs consists of small group and one to one tutoring depending on the needs of the individual student.</p>	<p>The extended day service is provided for 37.5 minutes Monday through Thursday for all students after school. The</p>

	High School students in need of the Global Studies and/or US History Regents are enrolled in Regents Prep twice a week for a total of 4 hours following 37.5 minutes with emphasis on the Document Based Question component where TMA students have historically struggled.		Expanded Learning Time program is designed to assist students in academic support in grades 6-9 and Monday through Thursday 3:00-5:30 and Monday through Friday for grade 6. Northside Center provides individual tutoring Monday through Friday 8:30-2:50
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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 vacancies will be posted online in open market, New Visions and through our Network with accurate descriptions of educational, licensing and certification requirements of prospective candidates. In addition, new hires and current teachers will be assigned appropriately to courses and grade levels in which they have demonstrated subject-matter competency. Allocated Highly Qualified funds will be used to provide Professional Development and to reimburse teachers for tuition costs associated with becoming Highly Qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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
CAN 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 Barbara Gambino	District 05	Borough Manhattan	School Number 670
School Name Thurgood Marshall Academy			

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

Principal Mr. Sean Davenport	Assistant Principal Ms. Cynthia Carmona-Davis
Coach type here	Coach Ms. Brenda Rios
ESL Teacher Ms. Christina Stephens	Guidance Counselor Ms. Tamelia Spooner
Teacher/Subject Area Ms. Marcella Carr/ELA	Parent Ms. Lakeisha Buggs
Teacher/Subject Area Ms. Yolanda Tomlin/SS	Parent Coordinator Ms. Lynda McDougald
Related Service Provider Ms. Nia Modeste/SETTS	Other Ms. Gena Fludd/PA Secretary
Network Leader Ms. Barbara Gambino	Other Ms. Awilda Cedeno/School Aide

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	1	Number of certified bilingual teachers	0	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	15
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	580	Total Number of ELLs	8	ELLs as share of total student population (%)	1.38%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

Upon initial interview with family, during the enrollment process, parent is given Admission form to fill out and HLIS to complete. During the interview process, the interviewers (Guidance Counselor, Pupil Accounting and ESL Teacher) determines through the conversation with the parent and student their understanding of English and their ability to communicate both verbally and written as part of the intake process. Additionally, if parent answer yes to 3 out of 5 questions on HLIS form as speaking a language at home other than English, student will be administered the LAB R with in ten days of enrollment. This exam is administered by APO or ESL Teacher to determine students' level of English proficiency. After hand scoring the Lab R exam, student is programmed according to test scores. If Spanish speaking student fails the English Lab R, student will subsequently be administered the Spanish Lab R.

Once the student is classified as an ESL student, the licensed Guidance Counselor and/or ESL Teacher explains to parent their 3 options that are available to them which are : Transitional Bilingual Education, Dual Language and Free Standing ESL. This explanation is supported by the parent orientation video available in the parent's language. At meeting parents are informed that the TBE is the default program if parent does not select a program.

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

Our Parent overwhelmingly choose Free Standing ESL. However, we inform the parents that we are ready to open a TBE or DL program once we have 10 students would speak the same language and are in the same grade in high school and 2 consecutive grades in middle school. Parent choices are monitored through the entitlement letters that are sent annually. All parents choose Free Standing ESL.

Thurgood Marshall Academy offers push in and pull out ESL instruction. If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the guidance counselor will assists the guardian(s) in finding a program that best suits their student's needs and their preferences within the district. If more than 10 students' guardians/parents select an option that is not currently offered at Thurgood Marshall Academy, then the ESL Teacher will work with the Principal to create and develop the requested program immediately. Currently, all program models offered are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1	2	2	3	1	1	2	12
Total	0	0	0	0	0	0	1	2	2	3	1	1	2	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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										0
Dual Language										0
ESL	2	0	0	3	0	2	3	0	2	8
Total	2	0	0	3	0	2	3	0	2	8

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0																		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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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

Pursuant to the CR Part 154 mandates, Middle School Intermediate and Advanced level ELL students receives required instructional support time totalling 360 minutes of ESL instruction each week. High School Advanced and Intermediate level students receives total instructional support of 360 minutes of ESL instruction each week. Beginners receive 540 minutes weekly of ESL. All students receive Native Language instruction from a certified ELL teacher for 45 minutes daily.

Thurgood Marshall appropriately plans for Sife students as need arises. The ESL program employs a modified Literacy Curriculum. In addition, ? is used selectively to provide support to ELL students struggling with reading skills. Teachers also employ Smartboard technology to examine and analyze written text to support ELLS in their general education classes and to support struggling readers and writers. TMA uses a school-wide focus on differentiation of instruction; Teacher generated assessments, Acuity assessments, NYSESLAT, ATS, ARIS and nySTART reports.

Native language support for ELLs in the content area is provided by one push-in ESL teacher along with two Spanish speaking paras that work full-time in the building in classes with large ELL concentrations. General support for ELLs in their content area classes comes from a push-in period from one of the ESL teachers, along with help as needed in their ESL class and in the after-school tutoring program.

The school's ESL teachers work collaboratively with content area teachers and often will grade the students' work in Spanish if they are not yet capable of producing it in English. This does not hold true for the ESL classes, however, where work produced is in the target language - English.

Differentiation is a daily practice in the school's ESL classrooms. Lesson plans are crafted to assure differentiation at the level of product and process, product and content.

A) SIFE students are offered extra support through the after-school program. In addition, a smaller free standing ESL classes have been designed for SIFEs and ELLs with low NYSESLAT scores to provide these students with more one on one and small group time with the instructor. TMA has found that these students respond best in such a small setting.

A. Programming and Scheduling Information

B) The focus of the school's free-standing ESL program is on those ELLs that have been in the country less than three years. These students receive double-blocks of ESL daily, in addition to after school ESL and, in some cases, push-in support.

C&D) ELLs that have been in the country and long-term ELLs are treated on more of a case to case basis. Many of them, especially those in the 4-6 year category are mixed in with the newcomers for double-block ESL periods, based on their NYSESLAT scores. While the majority of long-term ELLs are either given a single period of ESL or receive push-in or after school support.

6 & 7) All classroom libraries have been stocked with English-Spanish dictionaries and a wide array of texts that are of high interest and accessible to ELLs. For lower level ELLs ESL classrooms offer a wide array of class sets of the Oxford Bookworms Series for ELLs. The school also has numerous copies of the Oxford Picture Dictionary for students who are in their first year in the country and as of yet have minimal English. The ESL classrooms also have highly differentiated and engaging independent reading libraries. The National Geographic Edge Series is also used by ESL teachers.

Should a student's IEP mandate bilingual instruction, the school attempts to place the student in a school where such as program is offered.

Thurgood Marshall Academy has two classes of students in grades 6,-8; 4 in grades 9-12. Each class receives a double period of instruction in ELA and Social Studies and typically 1 period per day in Writing(or Study Skills. Where possible, each class is co-taught by the ESL Certified Teacher and a General Education Writing or SS Teacher for a minimum of 4, 90 minute classes per week.

In addition, students are registered for ELL instruction during 37.5 minutes Monday-Thursday. SIFE students are closely monitored by the Middle and High School Guidance Counselors to ensure that they are correctly programmed and are receiving appropriate interventions to facilitate fulfillment of graduation requirements. SIFE students are also paired with a student buddy for a minimum of one semester upon entrance to TMA in order to assist with transitioning. SWD are also closely monitored by the Guidance Counselors as well as Related Service Providers and the Special Education staff. Each student is programmed with all accommodations included in his/her IEP, including ELL services.

Courses Taught in Languages Other than English ⓘ

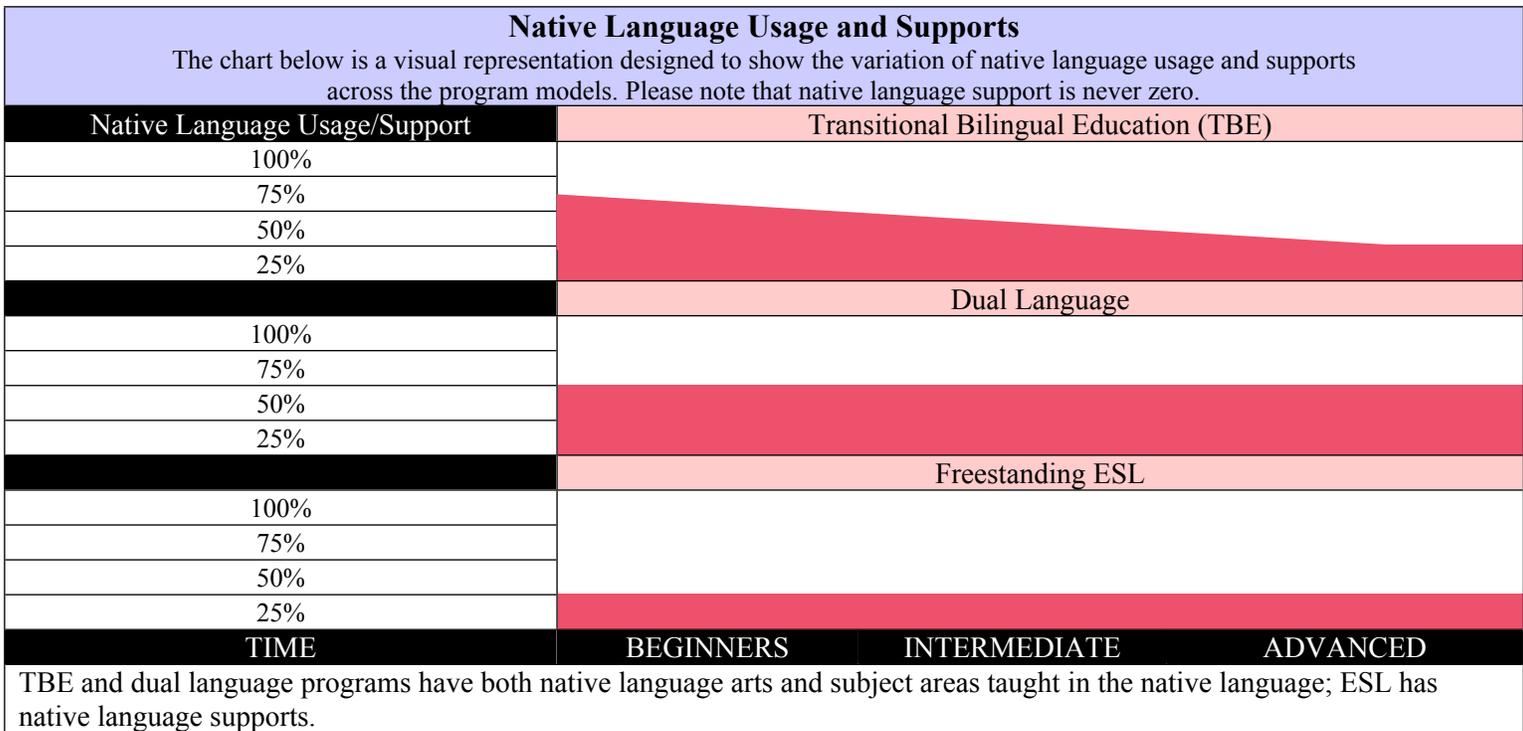
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			
Math:			
Science:			

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

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



B. Programming and Scheduling Information--Continued

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?

Thurgood Marshall Academy utilizes a push-in/pull-out model of freestanding ESL instruction through effective co-teaching in the students' ELA, Math, Writing classes and other content areas for middle and high school students. ELL students receive instruction in all courses by both a General Education Teacher and the certified ESL Teacher. Both teachers plan collaboratively to implement high quality differentiated instruction that meets the needs of all of the learners in the classroom.

The school conducts Progress and Report Card Conferences for all students. Report Card conferences provide students and parents with one-to-one counseling about their progress and achievements, with school administrators, counselors and coaches. In addition, students participate in a transcript analysis workshop to learn how to read and analyze high school transcripts.

Language Instruction Program

Instructional Program: After School English Literacy Tutorial Program for ELL Students

Objective: English Language Acquisition

Rationale: Based on their NYSESLAT, Lab-r and ELA Regents scores, ELL students need additional support in English reading comprehension and English writing and literacy skills in general. We propose small group instruction to focus on literacy skills. "English as a Second Language" strategies will be used, including modeling, visuals, partner work to allow for student discussion, etc. We will look for coherence between the in – school ESL program and this after-school program. The skills and the content taught during the day in the ESL class will be followed up and enhanced in the afterschool program. In addition support will be provided in the form of PD and materials for all ELA/ESL/NLA/FL teachers who work with LEP students.

Frequency: Two hours per day (3 to 5 pm), 3 times per week (Mon., Tues. and Thurs.)

Target Audience

ELL Students – Beginning/ Intermediate level; 10-15 students who are grouped together during the school day in the same ESL cohort

ELL Students – Intermediate/Advanced level; 10-15 students who are grouped together during the school day in the same ESL cohort

Personnel: One (1) licensed ESL teachers at per

The students native language is used if appropriate in all of these interventions.

ELLs that have reached proficiency on the NYSESLAT and tested out of ESL receive on-going ESL services (Extended Test Time, Dictionary, Glossary).

TMA provides additional support for ELL students during class by push-in teacher and during after-school tutoring programs.

TMA does not anticipate discontinuing any programs.

Special effort is made to assure that ELLs participate in all school wide programs. Flyers and announcements are made in English and Spanish and targeted outreach is provided to ELLs during their ESL period. The after-school ESL program has the goal of improving the course grades and Regents scores of ELLs in their content area classes.

Some native language materials, most notably a classroom library of high interest books, is available to the students in their Spanish class.

Native language support in the ESL classes is provided only as a bridge to help students access the English only material in the class. For instance, the ESL teacher can employ the use the student's native language to access students' prior knowledge in order to make a pedagogical connection.

All services and classroom materials are grade and age appropriate.

New ELLs, particularly freshmen ELLs are supported during a six week summer program long conducted prior to the start of the school year. Here they are taught not only basic English skills, but also instructed on the essential social and academic skills needed to achieve success in high school.

Additionally language elective for our ELL student we offer Spanish and Creativing Writing and Intensive Writing

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

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

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

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

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

C. Schools with Dual Language Programs

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

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.

School wide professional development for English Language Learner teachers and support staff is conducted throughout school year. Professional development sponsored by New Visions, the school's support organization, the NYC Department of Education Office of English Language Learners (OELL) as well as higher education institutions in the New York City area. This information is taken back to the school and shared with other members in the department as well as other teachers. Various professional development topics include but are not limited to writing across content areas, ensuring legal mandates are being adhered to, differentiated instruction, and supporting all learners in the classroom.

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

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

E. Parental Involvement

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

Parent involvement is something that the school continues to work on yearly. Participation and involvement grows steadily as we present targeted information to parents of each grade level and parents that speak different languages. Typically, we have retained the parents who participate on a consistent basis as enlist their help in recruiting new parents particular parents of ELL students how often stay away from meeting during to language barrier. We use School Messenger service to inform parents of all school events as it is capable of sending messages in over 50 languages. At the initial ELL meeting, parents are encouraged to attend PTA meetings and participate in parent events and activities. There is always a translator or bilingual personnel at these events. The Parent Coordinator targets and includes parents of ELL students by creating workshops in various languages.

The school partners with CUNY City College and Teachers College to provide workshops for parents. English classes are offered to parents at the school in the evening when the budget allows. In addition, Abyssinian Development Corporation (our major partner) provides assistance in the following areas: food distribution, affordable housing in the community, financial literacy, and college workshops.

The Parent Coordinator and Executive Committee evaluate the needs of our parents by surveying them and holding monthly meetings with the PTA and the principal and/or assistant principals. During these meetings, parents receive information specific to their child's grade and they are able to voice their concerns. The Parent Coordinator and the PTA officers also send out instant phone messages and a monthly newsletter to inform parents of events and to ensure that parents needs are being addressed. In addition, special messages are recorded in the schools' incoming call box so that parents may access information at all times.

The school also has an open door policy so that all issues and concerns may be addressed in a timely manner.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)								2	1				1	4
Advanced (A)							1				1	1		3
Total	0	0	0	0	0	0	1	2	1	1	1	1	1	8

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science	2		2	
Living Environment	3		3	
Physics				
Global History and Geography	2		2	
US History and Government	1		1	
Foreign Language	1		1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

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

Our English Language Learners in High School performed as well as on the ELA Regents as students who were not categorized as ELLs. Our 6th through 8th grade English Language Learners also performed as well as their non ELL counterparts. Following each benchmark and/or periodic assessment, an item analysis is created in order to target specific standards and strands our students need more assistance with. We use this data to group our students and during our pull-out or push-in instruction.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Thurgood Marshall Academy</u>		School DBN: <u>05M670</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Sean Davenport	Principal		10/26/11
Ms. Cynthia Carmona-Davis	Assistant Principal		10/18/11
Ms. Lynda McDougald	Parent Coordinator		10/18/11
Ms. Christina Stephens	ESL Teacher		10/18/11
Ms. Lakeisha Buggs	Parent		10/18/11
Ms. Marcella Carr	Teacher/Subject Area		10/18/11
Ms. Yolanda Tomlin	Teacher/Subject Area		10/18/11
Ms. Brenda Rios	Coach		10/18/11
	Coach		1/1/01
Ms. Tamelia Spooner	Guidance Counselor		10/18/11
Ms. Barbaa Gambino	Network Leader		11/1/11
Ms. Gena Fludd	Other <u>Pupil Accounting Sec</u>		10/18/11
Ms. Awilda Cedeno	Other <u>School Aide</u>		10/18/11
Ms. Nia Modeste	Other <u>SETTS/TLC</u>		10/18/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **05M670** School Name: **Thurgood Marshall Academy**

Cluster: Network: **562**

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.

During initial intake, parents/guardians complete the HLIS where they indicate their preferred language. Further, annually, students receive emergency blue cards for completion. In addition to informing the school of persons to be contacted in an emergency, the cards serve as another opportunity for parents to note their dominant/preferred language. Information from the HLIS and Blue Cards are entered into ATS. The Pupil Accounting Secretary maintains a hard copy log of parents who are to receive communication in languages other than English. This information is disseminated to pedagogical grade- team leaders so that they are aware when communicating with parents verbally and in writing. Present at all meetings, especially parent-teacher conferences and PTA meetings, are faculty members who speak one or more of the nine covered languages. When no in-house staff member is available, the Office of Translation and Interpretation is contacted.

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.

More than 90% of TMA's students are listed in ATS with English as their primary language. In addition, 90% of parents/guardians who complete the HLIS and blue cards list English as a language that they read and write. The remaining 10% note Spanish, Arabic and other as primary languages. The school community is informed of the written translation and oral interpretation needs in staff, grade-team and cabinet meetings at the beginning of each school year. In addition, a list of families that must receive translated documents is maintained in the main office. Teachers and administrators are instructed to contact the translation unit in advance in order to send information in a timely manner if the language requested is not spoken by one of our staff members.

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 DOE materials, information and reports that are required to be sent home are printed in the available languages directly from the intranet. School-generated correspondence is translated primarily by TMA staff members who speak four of the covered languages. For the other languages, when necessary, outside vendors are used.

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

Oral interpretation services are provided at every PTA meeting, Parent-Teacher Conferences and non/scheduled visits by school personnel. For languages not spoken by staff members, Translation & Interpretation funding is used for outside vendors.

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>.

Translated versions of the Parents Bill of Rights and Family Guide are posted in the Parent Coordinator's office and are available for distribution. Posted in the lobby near the entrance, is signage informing parents of the availability of interpretation services. Translation & Interpretation funds are used to order key documents in translated languages.