



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THURGOOD MARSHALL ACADEMY FOR LEARNING AND SOCIAL CHANGE

DBN (i.e. 01M001): 05M670

Principal: SEAN DAVENPORT

Principal Email: SDAVENP@SCHOOLS.NYC.GOV

Superintendent: GALE REEVES

Network Leader: BARBARA GAMBINO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sean 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	
Georgie Exinord Christopher Valentin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Tara Gardner	CBO Representative, if applicable	
Nia Modeste	Member/ SLT Chair	
Candace Hatfield	Member/ Teacher	
Rochelle Sanders	Member/ Title 1 Rep	
Lynette Roberts	Member/ Parent	
Dorothy Benson	Member/ Parent	
Della Saunders	Member/ Parent	
Shelly Moore	Member/ Parent	
Kathleen McDowell	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Improve Middle School performance in ELA\Literacy by decreasing the percentage of students performing a level one by 50%

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 most recent data indicates that 29% of our Middle School students scored a Level 1 in ELA on the 2012-2013 Common Core Assessment and we want to decrease that number by 50% in 2014

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Continued implementation of Universal Design for Learning during the regular school day as well as in Extended Learning Time. UDL PDs are lead by Special Education Team and presented during grade team meetings. Skills based stations are being implemented in the English Language Arts classrooms. Usage of MOSL assessments, NY State ELA item analysis, baseline assessments, DRP, Running Records and teacher generated assessments as decision making tools.
2. Utilize Inquiry Teams as well as grade and content area weekly team meetings for data informed decision making, sharing best practices, and discussing student performance, needs assessment and evaluation of instruction, activities and assessments.

B. Key personnel and other resources used to implement each strategy/activity

All middle school core teachers, special education teachers, ELT staff (teachers, education associates, Harvard Ed Labs tutors)

1. Utilizing the Middle School Quality Initiative Grant to enhance the work with our sixth grade students and mimic MSQI best practices across grade levels.
2. Expeditionary Learning Curriculum, Read Works supplementary curriculum.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Middle School Team and Inquiry Team meetings

- a) Continue to implement middle school classroom inter-visitation plan
- b) Director of middle school will push into Humanities and Science classrooms to provide literacy supports
- c) Middle school team meets twice weekly to review student data, student progress and make informed decisions, regarding curriculum and instruction

2. 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
- d) Utilize MSQI resources, including Just Words sessions, and Harvard Ed Lab tutors

3. Writing Across the curriculum

- a) Conduct shared planning meetings which will enable teachers to share best practices in writing
- b) Teachers will collaborate to implement inter-disciplinary projects and activities
- c) Publish and conduct public celebrations of students' writing
- d) Curriculum teams developed curriculum map templates that requires teachers to implement writing assessments for every unit

D. Timeline for implementation and completion including start and end dates

1. September 9, 2013 - June 30, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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.

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).

Parents have been provided with the necessary materials and trainings to help them work with their children to improve their child's academic achievement level which can be monitored via Skedula, ARIS, and Pupil Path. TMA is implementing on-going workshops to assist families with understanding the Common Core State Standards and provide tools for families to support their children with understanding the rigorous work aligned to the CCLS. Parents will also receive written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Middle School Quality Initiative Grant

Goal and Action Plan #2

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

Annual Goal #2

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

To improve Middle School performance in Mathematics by decreasing the percentage of students performing a level one by 50%

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.

48% of middle school students scored a Level 1 in math on our most recent Common Core Math Assessments. We will work to decrease that number by half in 2014

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Curriculum Development Team has worked to create a frame work for curriculums that align pedagogy and assessments with common core standards and deliver instruction aimed at ensuring students achieve mathematical fluency.
2. 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.

B. Key personnel and other resources used to implement each strategy/activity

1. Content-area teachers
2. Coaches, New Visions Support Staff, Lead Teachers, Administrators and Extended Learning Time personnel
3. Purchase and use standards based textbooks, module, resources from Engage NY and other research-based supplemental materials.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 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

2. Creation of vertically aligned math curriculum across grades 6 – 12

b) Students will be using CMP3 for middle school math

D. Timeline for implementation and completion including start and end dates

1. September 9, 2013 - June 30, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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.

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).

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, Pupil Path 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

The school will focus on ensuring that 100% of the teaching staff is practicing Universal by Design for Learning in all classrooms.

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide year-long Professional Development aimed at integrating differentiated learning strategies into instruction for general education, special education and ELL students. The school will also establish and communicate learning goals for all students and use multiple sources of information to assess learning.

2. Review and share best practices – internally during PD sessions and intra-visitations and externally at educational roundtables and inter-visitations.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Instructional team and After School staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Review and share best practices – internally during PD sessions and intra-visitations and externally at educational roundtables and inter-visitations

D. Timeline for implementation and completion including start and end dates											
1. September 9, 2013 - June 30, 2014											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. 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											
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).											
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, Pupil Path 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 Resource Alignment											
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Expanded Success Initiative											

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Achieve a graduation rate of 90% while increasing our College Readiness Rate to 40%

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 school had a graduation rate of 89% for June graduation however, only 28% of our students were considered college ready by CUNY standards. Currently only 18% of our current seniors are college ready and we want to increase the number of juniors and seniors who will be college ready by the end of 2014 to 40%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Identifying Seniors and Juniors who are within 5-7% range of achieving a qualifying score of 75 in English and an 80 in Math
2. Provide additional after school tutoring sessions in both subject areas
3. Review previous results and review the item analysis
B. Key personnel and other resources used to implement each strategy/activity
1. Math and English teachers
2. After school staff
3. Students who will work as peer tutors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Practice exams
- D. Timeline for implementation and completion including start and end dates**
1. October 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The activity will take place during PM school and Saturday school

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).

Information meetings with parents to discuss the importance of students being college ready, phone calls to remind students and parents to attend the classes.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>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.</p> <p>Sixth grade students receive extra support with the MSQI grant which requires mandatory afterschool instruction until 6:00 pm M-F.</p>	<p>All programs consist 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 3:30pm-5:30pm and Friday 3:00pm – 5:00pm for grades 6-8. Northside Center provides individual tutoring Monday through Friday 8:30am-2:50pm.</p>
Mathematics	<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 3:30pm-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>All programs consist 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 3:30pm-5:30pm and Friday 3:00pm – 5:00pm for grades 6-8. Northside Center provides individual tutoring Monday through Friday 8:30am-2:50pm.</p>
Science	<p>Students in grades 6-12 receive</p>	<p>All programs consist of small group</p>	<p>The extended day service is</p>

	<p>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 3:30pm-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>and one to one tutoring depending on the needs of the individual student.</p>	<p>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 3:30pm-5:30pm and Friday 3:00pm – 5:00pm for grades 6-8. Northside Center provides individual tutoring Monday through Friday 8:30am-2:50pm.</p>
<p>Social Studies</p>	<p>Students in grades 6-12 receive small group instruction during 37.5 minutes Monday-Thursday. 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.</p>	<p>All programs consist 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 3:30pm-5:30pm and Friday 3:00pm – 5:00pm for grades 6-8. Northside Center provides individual tutoring Monday through Friday 8:30am-2:50pm.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The high school and middle school guidance counselors will provide intervention services for students who are considered to be at risk and those student who need counseling support. In addition to the counselors, the school also utilizes Northside General for additional</p>	<p>The intervention will consist of individual and small group counseling.</p>	<p>Forums will take place during and after school.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A variety of professional development is offered per department for Thurgood Marshall Academy teachers and administrators. Some PDs take place within the school and other PDs take place with outside sources. New Visions for Public Schools and DOE Professional Development opportunities are two examples of PDs with instructional design in alignment with the CCSS. These opportunities allow teachers and administrators to become familiar with education's changing benchmarks. This is important in order to keep abreast with student achievement and the teaching techniques needed to getting there. In house development is usually coordinated and implemented by lead teachers in Special Education and core subjects. Additionally, CCSS Liaisons and Assistant Principals attend monthly CCLS Professional Development Sessions. The learning is turn-keyed during staff meetings, weekly grade team and department meetings. Teacher teams meet weekly to share student work, identify opportunities to implement the various strategies and activities and assess curriculum and lessons. Support staff (para-professionals, teachers' assistants, student-teachers etc.) meets with teachers daily to plan lessons, discuss student learning and adjust curriculum, when necessary. The PD sessions, processes and procedures are regularly evaluated through teacher surveys and verbal feedback.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I funds are set aside for students in temporary housing and combined with Tax Levy funds to provide supplies and uniforms for students in need.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams were involved in the overall assessment selections with the implementation of the ADVANCE system. Surveys are distributed and teachers indicate the type of Professional Development that they need extra support with and they give informal classroom assessments based on the needs of their students.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Thurgood Marshall Academy's 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;

Thurgood Marshall Academy, 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

Thurgood Marshall Academy provides high quality curriculum and instruction consistent with Common Core State Learning Standards to enable participating children to meet the Common Core State Learning 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, plays video games or uses his/her mobile phone;
- 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 assigned homework and submit all work/projects on time;
- develop studying skills and work on time management
- follow the school rules and take responsibility for my actions;
- show respect for myself, peers, school staff and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 05	Borough Manhattan	School Number 670
School Name Thurgood Marshall Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Sean Davenport	Assistant Principal Mrs. Cynthia Carmona-Davis
Coach Ms. Brenda Rios	Coach
ESL Teacher Mr. Papa Tall	Guidance Counselor Ms. Tamelia Spooner
Teacher/Subject Area Mrs. Marcella Carr/ELA	Parent Ms. Angela Young
Teacher/Subject Area tMr. Lafarren Washington/SS	Parent Coordinator Ms. Lynda McDougald
Related Service Provider Ms. Evelyn Gleason	Other Mrs. Gena Fludd, PA Secretary
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	580	Total number of ELLs	10	ELLs as share of total student population (%)	1.72%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							1	1	1	1	1	1	1	7
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5			1			4		1	10
Total	5	0	0	1	0	0	4	0	1	10

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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		3	1			6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	1	1	0	6	2	0	0	10

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6			1		1
7	1				1
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0				1				1
7	1								1
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		4		1				6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Thurgood Marshall Academy 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, state standard assessments and DRP for Middle School students only. 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns reveals that all students are progressing across proficiency levels. There are no students who are categorized as Beginners, only Intermediate and Advanced levels. This may be attributed to concentration on common core shifts that require students to cite evidence in writing and speaking. This provides students with skill development and practice writing and speaking. Students appear to be strongest in Speaking followed by listening, reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 on. We use this data to group our students and during our ESL instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 continue with Rosetta Stone.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon initial interview with family, during the enrollment process, parent is given an admission form to fill out and HLIS to complete. During the interview process, the interviewers (Guidance Counselor, Ms. T. Spooner, Pupil Accounting Secretary, Ms. G. Fludd and ESL Teacher, Mr. P. Tall) determine 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, the student will be administered the LAB R by the ESL Teacher, Mr. P. Tall or the Foreign Language Teacher, Ms. D. Sawchuk within 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 a Spanish speaking student fails the English Lab R, student will subsequently be administered the Spanish Lab R by the ESL Teacher, Mr. P. Tall or by the Foreign Language Teacher, Ms. D. sawchuk..

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 Parents 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 Free Standing ESL Instruction by a certified ESL Teacher. 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.

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.

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 the meeting parents are informed that the TBE is the default program if parent does not select a program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The school maintains a checklist, refers to it during pupil personnel meetings and continues necessary communication with families.
Families are given the survey and program selection forms by the pupil accounting secretary, Ms. G. Fludd and ESL Teacher, Mr. P. Tall. Selection forms and surveys are to be returned to the main office as stated on the form. Upon receipt of the forms, they are placed into folders with student's name and given to the pupil accounting secretary to store.
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.
Thurgood Marshall Academy offers Free Standing ESL Instruction. If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the guidance counselor will assist 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. the ELPC screen is updated within 20 days of student admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The APO, ESL Teacher and Lead ELA Teacher administers and scores the NYSESLAT Exams to eligible students. Eligibility is determined by the RLAT. Exams are ordered through NYSED Portal.
6. 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.) 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. 
Our Parents overwhelmingly choose Free Standing ESL. However, we inform the parents that we are ready to open a TBE or DL program once we have 20 students who speak the same language and are in the same grade in high school and 15 in 2 consecutive grades in middle school. Parent choices are monitored through the entitlement letters that are sent annually. All parents choose Free Standing ESL.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

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)?

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

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

7. 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?

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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.

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 accesible 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 the ESL teacher.

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:			

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

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

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

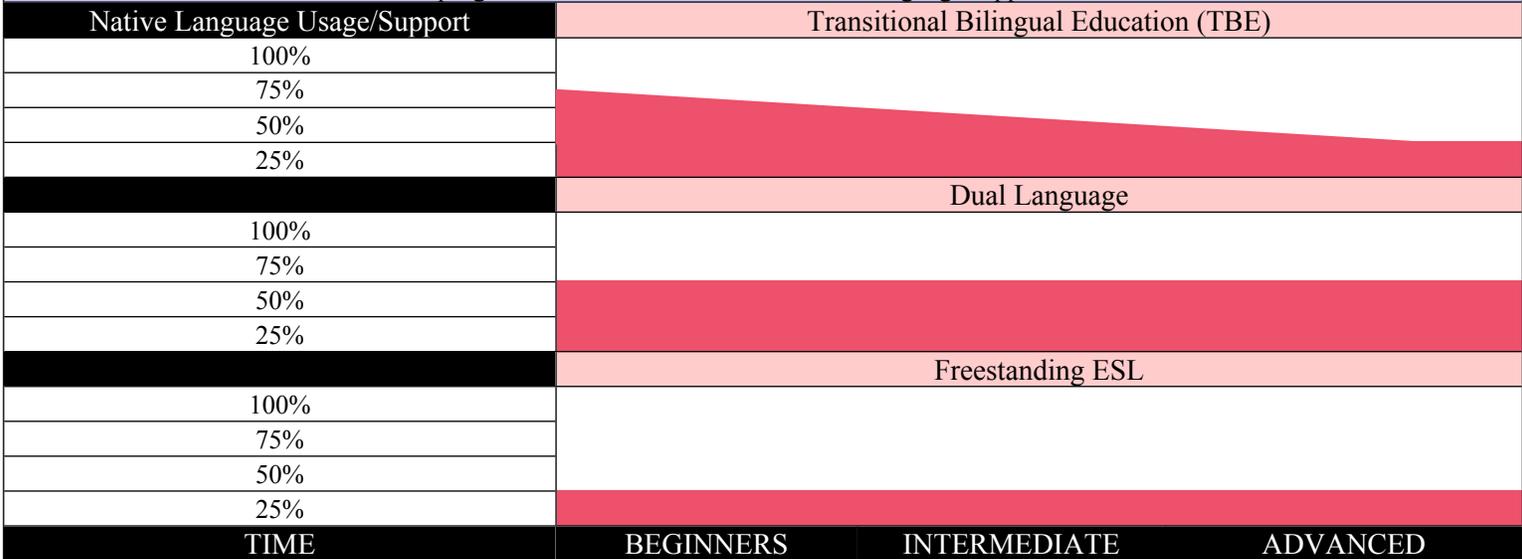
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
37.5 minutes, PM school and Regents Prep are offered to all students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All targeted intervention programs begin immediately after the first marking period in the fall and continue through each June. As a result, students are able to receive support needed, with low enrollment in summer school. ELL students avail themselves to all programs and perform as well as English speaking students.
11. What new programs or improvements will be considered for the upcoming school year?
If funding allows, additional ESL services will be provided on Saturdays.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are informed about and encouraged to attend after school programs. Students receive individual conferencing every 3 weeks, and receive report cards every 6 weeks to notify them of progress toward credit accumulation and graduation. Students are nominated by teachers for advanced placement and honors classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
Spanish, Creative Writing and Intensive Writing.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

The minimum 7.5 hours of training for all staff begins in August with a summer professional development week. During that week, various ELL topics such as common planning time and differentiating instruction is included in the week's agenda. Additionally, there are school-wide team and department team meetings held on a monthly and bi-weekly basis where ELL teachers share strategies with all teachers. Collaboration time is also built into a teacher's weekly schedule so there is cross articulation and planning done in every content area. Professional Development on effective differentiation and instructional strategies during the school year during half day and full day professional development days as follows, November 1, 2013, January 31, 2014, March 14, 2014 June 3, 2014.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Translation services are provided in the form of telephone blasts from school messenger in multiple languages. During PTA meetings and meetings between classroom teachers/guidance/administration and parents, translation services are provided by in-house staff and from DOE translation unit.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Thurgood Marshall Academy

School DBN: 05M670

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sean Davenport	Principal		1/1/01
Cynthia Davis	Assistant Principal		1/1/01
Lynda McDougald	Parent Coordinator		1/1/01
Papa Tall	ESL Teacher		1/1/01
Angela Young	Parent		1/1/01
Marcella Carr/ELA	Teacher/Subject Area		1/1/01
Lafarren Washington	Teacher/Subject Area		1/1/01
Brenda Rios	Coach		1/1/01
	Coach		1/1/01
Tamelia Spooner	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Evelyn Gleason	Other <u>Related Service</u>		1/1/01
Gena Fludd	Other <u>PA Secretary</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M670 School Name: Thurgood Marshall Academy

Cluster: 05 Network: CFN562

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 foreign languages also. The school utilizes the translation/interpretation unit. 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 unit is utilized. And, if needed, unding 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 , in the lobby, 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.