

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

05M318

School Name:

THURGOOD MARSHALL ACADEMY LOWER SCHOOL

Principal:

DAWN BROOKS DECOSTA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-5 School Number (DBN): 05M318
School Type: Elementary Grades Served: K-5
School Address: 282 West 151st Street
Phone Number: 212-368-8731 Fax: 212-368-8641
School Contact Person: Dawn Brooks DeCosta Email Address: Dbrooks5@schools.nyc.gov
Principal: Dawn Brooks DeCosta
UFT Chapter Leader: Pamelyn Williams
Parents' Association President: Jamar Hunter
SLT Chairperson: Pamelyn Williams
Student Representative(s): Student Council

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, NY, NY 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Spivak
Network Number: 511 Network Leader: Jorge Izquierdo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dawn Brooks DeCosta	*Principal or Designee	
Pamelyn Williams	*UFT Chapter Leader or Designee	
Jamar Hunter	*PA/PTA President or Designated Co-President	
Mary Martin	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Mrs. Pressley Vann	Parent	
Pamela Rowland	Parent	
Kim dincan Allen	Parent	
Christina Hunter	Parent	
Pamela Patterson Moore	UFT Member	
Denesha Watson	UFT Member	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our unique qualities and strengths: At Thurgood Marshall Academy Lower School, we strive for excellence in academic achievement. We are a family. Our community based partner is Abyssinian Development Corporation. There are qualities unique to TMALS that we have a commitment to continuing. Our students are aware of their heritage, they are cultured and talented. Our students are artistic and have visited various museums and galleries throughout NYC and beyond and exhibited their own work for the community. Our students recite the poetry of Langston Hughes and other poets. Our classes are named out of respect for leaders and Harlem landmarks. Our goal is to continue to raise the self-esteem of our children. They will achieve greatness if they believe in their own greatness. We have to nurture and care for this garden in order for it to grow. We ask our parents and grandparents for 20 hours of volunteer service each year upon enrolling in the school. We strive towards a community of mutual respect. The students study Leaders of the Month, Artists of the Month, and Character Traits of the Month and College and Career Readiness attributes each month. Each month we highlight students who excel academically and also those who exhibit the trait of the month. Each class votes on which of their class family is an excellent example of the character trait that month. We have several consistent partners that are integral to the unique experience we provide for our children: Some of our partners include...MOMA, Studio Museum in Harlem, Yale Institute for Emotional Intelligence, Doing Art Together. We have Parent Leaders and a parent group we call the Cultural Ambassadors. We have a high level of parental involvement. A full list of our partners includes:

MOMA

Studio in a School

Doing Art together

Studio Museum of Harlem

Center Stage

OPUS Dance Theater

Columbia University

Literacy Inc.

IUME Fellows

Swim For Life

Hip Hop for Public Health

Yale University – The Ruler Institute

Columbia University – The Greek Mythology Program

Randall's Island Track Program

Randall's Island Golf Program

SUNY at Old Westbury

Faith Ringgold – Anyone Can Fly

Our challenges include budgetary constraints which result in a short staff. Several staff have to serve several roles. The small size is a benefit but can also result in a smaller budget. Certain services such as Speech and Psychologist are one or two days a week although we do have a full time Guidance Counselor. We are in an old Catholic School building, where we feel very at home and cozy, but there are some limitations in terms of space, no auditorium, no space for a Pre K, limited bathrooms and sinks, our cafeteria is everything but sometimes this can create a difficulty in scheduling.

GROWTH: We made gains in our ELA scores and also on our Parent Environment Survey in all areas. A GROW for us is our Math proficiency. Although we historically do better in math than ELA, this past year we saw a drop in our math scores. After analysis of our Item Analysis on the math, we determined that our students did well on the multiple

choices, but not as well on the writing around math, Problem Solving, short and extended responses. This will be a main goal for us this year to increase the student's skill in explaining their thinking in writing and utilizing the Problem solving 4 step process for all grades.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The environment and culture at TMALS is evolving to support rigorous and engaging instruction for all students. The expectation is that there is an environment where all students are expected to learn at more challenging rates, demonstrate proficiency and above at this higher expectation and receive the necessary supports to meet and exceed these challenges. There are expectations in all classrooms that includes accountable talk, high level questioning, rigorous tasks in all subject areas. In ELA students are expected to use the close reading strategies and students must support their answers with textual evidence. Students are challenged through the Reciprocal teaching process to make sure they are all accountable for the text. We showed a 3% increase in our ELA scores so are therefore encouraged that our process is effective. We will continue to strengthen these best practices. This year in math, after analyzing the performance of students on the NYS Math Exams, we found that although students did well on the multiple choice sections of the exam, the writing in math, specifically the short and extended responses are where they struggled. Therefore, we have a goal to increase the focus in all classrooms on writing in math. We will continue to use the Polya 4 step method for solving problems and the CUBES method for K-2. We will however increase our math presence in the school by requiring more math writing lessons and introducing daily math routines in all classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the level of rigorous instruction and activities by January 2015 with a series of best practices that will increase the level of intellectual challenge for all students. There are targeted goals that will help our school strengthen rigorous instruction for all learners. This will be measured by a 5 % increase in teachers receiving Effective and Highly Effective in the Advance Observation areas for Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element 			

of Trust			
<p>Further the professional growth of staff members through professional learning opportunities</p> <ul style="list-style-type: none"> Teaching staff will conduct classroom inter-visitations with colleagues, visit Lab Site schools affiliated with LitLife, and visit other identified schools that have successful pedagogical best practices. The TMALS Professional Development Committee will continue to conduct needs assessment surveys in order to identify professional development activities for the 2014-2015 school year. The results of this surveys will assist the committee with tailoring engaging and time sensitive professional development sessions for participants. The TMALS Professional Development Committee will establish professional learning communities that will consist of small groups of highly engaged professionals who meet and discuss practice centered around a common interest. There will be two 4-5 sessions; Fall and Spring. During these time periods, groups will establish meeting norms, discuss pedagogical information, and turnkey take-aways to the larger staff. Teacher teams will meet with professional development coaches from the NYCDOE Office of Teacher Effectiveness and Lit Life. Staff will work on identified school-wide goals like creating rigorous learning objectives that are aligned to CCLS and are engaging for students which will lead to their academic success in the content area. <p>Two teachers will serve as our Math Leads and will lead the increase in our Math presence schoolwide through scheduled math writing displays school wide and the roll out of a series of Math daily routines. Math leads will work closely with our network's math specialist. We will also have a series of in school coaching math days with Math for America.</p>	Administration and teachers	Sept 2014 to June 2015	Administration will organize and facilitate the implementation in collaboration with the Professional Development Committee, Math Lead Teachers and network.
<p>Enhance the educational experiences of all students</p> <ul style="list-style-type: none"> Staff will encourage the use of quality of thinking by using the accountable talk strategy across all classrooms. Supporting populations by hiring part-time staff to assist with our growing ELL population and students with special needs Staff will identify students who are struggling and create individual and small groups to provide them with additional supports in content areas thus providing them with multiple entry points in order to produce successful outcomes. Students will develop deep and rich content knowledge through their ability to apply that knowledge in authentic ways with curriculum-specific museum trips, plays, performances. 	Administration Teachers and Students	Sept 2014 to June 2015	Administration, Inquiry Team and staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Materials to Support Rigor in School:

- grades 3-5 will use whiteboards in math for students to show mathematical computation and write explanations on how they arrived at their answer
- Rosetta Stone online based program will be used to support language acquisition for ELL population
- Additional staff will be hired to support small group learning for ELL population
- Additional academic resources will be purchased to help students bridge the content knowledge with real world application (e.g., subscriptions to Time for Kids, Scholastic Reader online magazine subscriptions)
 - Consultancy from Math for America, network, Lit Life and Teacher Development Coaches.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Each month peer teacher will observe student culminating unit work and provide feedback on the level of rigor using a checklist tool. By May 2015, we expect all of our rigorous instructional practices to be clearly evident in all classrooms.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We utilize several tools to promote a positive self image for our children. We utilize character traits each month that all classes learn about through regular class instruction and character building sessions with our Guidance Counselor. Students in each class vote on the student who exhibits the trait consistently and those students are recognized in a display each month. Students learn about leaders each month who have similar backgrounds as our children and have impacted the world in positive ways. The students learn, recite and analyze poems each month that reflect the notions and ideals towards knowledge of self. We have a student council of elected students in grades 2-5 who meet with administration weekly on concerns they have gathered from their peers. We utilize the Yale Institute Ruler Program for our staff, all classes and for our parents. The program is an Emotional Intelligence Program that we use daily to express emotions, regulate emotions, acknowledge emotions and how to deal with conflict and emotional triggers. This year we will commit to positive self concept assemblies and mentoring sessions for boys and girls separately. We have found that in this current society and the exposure for children to many adult concepts, negative portrayals of women and people of color including immigrants, there is a need to help our children navigate and develop their own self image and positive self concept. We have several leadership groups and teams students can serve on such as our Meditation/Self Awareness Leaders, Our art ambassadors, drumming group, step team, martial arts group, dance group, readers theatre group, visual arts group, sports group. We have leadership opportunities for our parents as well, we have our Class Lead Parents/RULER leaders and our Cultural Ambassador Parents. Parent leaders are trained by Yale and two of our Museum Partners who are collaborating for the first time this year, MOMA and the Studio Museum in Harlem. Teachers are also provided leadership roles, we have math leads, literacy leads, pd committee, events and arts committees, inquiry teams, grade teams, parent engagement leads for example.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To roll out the newly created RULER for Families through a series of 4 parent workshops introducing three components of the Emotional Intelligence Program for our families to learn regulating strategies for emotions and dealing with stressful situations. The parent workshops will be implemented between September 2014 and June 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
From December to June, assemblies each Friday will be for the increasing self concept assemblies. Using the grades 3 - 5 classrooms, the girls will meet in one room and the boys in the other. (boys may be grouped according to need and not grade)	Administration, Guidance Counselor and RTI Team	December 2014 to June 2015	Guidance Counselor, Parent Coordinator, PTA President, RTI Team
Training for class lead parents by Yale in two sessions. Lead parents will turnkey their learning on the RULER components for the wider school parent body.	Administration, Teacher RULER Facilitator, Yale staff, Parents, Grandparents, Students	September & December	Administration, Yale staff, Parent Engagement Committee, PTA President
Training for Cultural Ambassador Parents by MOMA and The Studio Museum in Harlem in a series of 4 sessions. 2 at each of the museums. Cultural Ambassador parents will lead tours for our families at 2 sessions out of the 4.	Administration, Parent Engagement Committee, Parents and children	4 sessions November to June	Administration, Parent Engagement Committee, Studio Museum in Harlem and MOMA Education staff
Throughout the school year many activities are implemented in order to secure the success of establishing a culture where students feel safe, supported, and challenged. To continue all of the activities we have introduced in character educations and leadership opportunities. To schedule a series of increasing self concept assemblies that are gender specific.	Administration, Guidance Counselor and RTI Team	December 2014 to June 2015	Guidance Counselor, Parent Coordinator, PTA President, RTI Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduling activities daily (ex: meditation), weekly (ex: character building) and monthly (ex: RULER Program/ Yale PD for parents and staff) within the month. Funds are needed to provide materials to train the students and use different venues (ex: MOMA and Studio Museum in Harlem) to develop the programs high effectiveness. This is done to improving the social and emotional climate of the school prepares students to learn as well as increase their academic performance.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>

Survey to parents and students in March and in June. A 5% increase in positive responses on the June survey.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The March date has not arrived as of yet.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

There has been a decrease in student scores in Math on the 2013-2014 New York State Common Core aligned exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase student overall performance and scores on New York State Common Core aligned assessments 3% through staff professional development and observations using a shared teacher framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Conduct weekly professional development opportunities for all teachers including the establishment of Professional Learning Communities. Network support provides extensive PDs to all staff members to support differentiating techniques. Professional development training sessions provided both in and out of the school. This will target the needs of all students including ELLs and students with IEPs. 	Administration and all teachers	September to June: Schedule includes common preps for all teachers at least twice a week. Monday professional development days for teachers	Administration and teachers

<ul style="list-style-type: none"> Throughout the academic year, teacher teams will schedule twice a week common meetings to support best instructional practices related to Danielson Framework. Students' work is assessed to provided growth and differentiated instruction. This will target the needs of all students. 	Administration and all teachers	September to June: Schedule includes common preps for all teachers at least twice a week. Monday professional development days for teachers	Administration and teachers
<ul style="list-style-type: none"> Both formal and informal observations and feedback will be utilized to identify teacher needs and growth. This will target all teaching staff. 	Administration and all teachers	September to June: Schedule includes common preps for all teachers at least twice a week. Monday professional development days for teachers	Administration and teachers
Teachers in collaboration with Teacher Development coaches and Lit Life coaches, will support one another through peer intervisitations and peer debriefing and feedback. Teachers will present a problem of practice and peer teachers will come with a focus on that lens with the purpose of offering strategies towards instructional growth.	Administration and all teachers	September to June: Schedule includes common preps for all teachers at least twice a week. Monday professional development days for teachers	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule includes common preps for all teachers at least twice a week.
Monday professional development days for teachers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Teacher per session									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 20. Specify a timeframe for mid-point progress monitoring activities.

Mid point progress monitoring shall take place in February. Progress will be monitored through STAR Math assessments displaying at least a 40% of students at Proficiency on the assessment.

Part 6b. Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The results of our Item Analysis on the State Exams highlighted the following...

(Multiple Choice= MC and Short and Extended Response= SR/ER. The Proficiency percentages of 3rd, 4th and 5th grades

In ELA, there was not a lot of difference between the MC and the writing.

	MC	SR/ER
3 rd	51%	55%
4 th	59%	62%
5 th	58%	58%

In Math, however, there was a difference.

	MC	SR/ER
3 rd	63%	34%
4 th	66%	54%
5 th	58%	35%

These findings shared with all teachers and support staff and parents, indicated for us that in Math specifically, we need to focus on the short and Extended written responses around math. We want to continue to push in ELA by 3% and work to raise the proficiency in Math by 3%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Target professional development sessions to address the need for increased Proficiency in Math writing by 3% overall on NYS Exams. Determine specific strategies that will address the need in daily instruction and targeting support for students performing below level on Periodic assessments from Star Math, Formative assessments and Learning Farm assessments and progress tracking

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Learning Committees- Teachers will elect to participate in PLC groups based on need and interest. Two of the Fall PLCs are Problem of Practice- Multiple Entry Points and Math games and strategies.	All teaching staff and support staff	2 cycles Fall October – January and February - May	The PD Committee in collaboration with the Principal and Assistant Principal
PD to Increase our Math Presence. Two math lead teachers assigned to provide Professional Development and support to all classes. Math leads will attend outside PDs and also have the support of the Math Specialist at the Network. Math Leads in collaboration with the Principal create and implement a list of non negotiables. All staff collaboratively reading “Math Routines” and implementing a math routine every two weeks.	All teaching staff and support staff	October - June	2 Math Lead teachers in collaboration with the Principal and Assistant Principal and Math Specialist at Network
Special Educational Implementation Team weekly meetings to plan and will hold a series of Professional Development and working sessions for teachers on understanding IEPs, providing quality input on IEPs and Common Core alignment with IEP Goals using CCLS standards and various forms of student data based on periodic assessments throughout the school year. Professional Development and working sessions will be facilitated by our network Special Education Leads, Guidance Counselor, School Psychologist and SIT Team. <ul style="list-style-type: none"> • Provide information on how to use SESIS to find student IEPs and where to find immediate hard copies. • Provide information on how to read the IEPs and understand the students’ needs and goals. • Provide information on using the IEPs in planning instruction/working with their students 	SIT Team Members and RTI/SIT students	Weekly October – June	Guidance Counselor leads the SIT/RTI teams which consists of Principal, Assistant Principal, SETTS, ICT and a classroom teacher/Data Coach
PD for teachers on Multiple Entry points and Student Engagement- 4 Professional Development Mondays for full staff from January – June, 5 PLC sessions with the PLC Problem of Practice Committee, 5 in class coaching sessions with Lit Life. 2 cycles of 8 weekly sessions with the Teacher Development Coach, Fall and Spring cycle.	All teaching staff and support staff	All Staff PDs Teacher Development Coach for the year, the PLC committee- Multiple Entry Points Problem of Practice	PLC committee including the Principal, Lit Life coaching Support and Teacher Development coach and Network Specialist

		Weekly TDC coach and monthly Lit Life Coaching	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule adjustments for teacher team meetings, per-session for planning sessions, instructional resources for teachers and students, per diem coverage for teachers attending weekly PDs, outside PDs and intervisitations as well as coaching session debriefing time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Network support, DOE funding for Teacher Development coach

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

In January and March, we will conduct a second and third periodic assessment in Star math to determine progress. Students using Learning Farm will also continue to test to show progress and indicated areas of weakness, 3 times throughout the year beginning in January, each class will complete a Math writing piece that teachers will grade according to a rubric and peer assess. The math writing pieces are reviewed in January, March and May.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We are all in this Together...At Thurgood Marshall Academy Lower School, we pride ourselves on our strong ties with student families and community partnerships. We understand that these relationships foster self-worth and competency within our students. To that end, there are three areas that we will strengthen in order to maintain our family-community ties: hold at least two math-related parent workshops, increase family volunteerism, and partner with at least one new organization that works with community schools.

Based upon data from the 2013-2014 math state assessments, the percentage of 3rd, 4th, and 5th graders showing progress from levels 1 and 2 towards proficiency on NYS Common Core aligned assessments declined from 2012-2013. This information was shared during the September SLT meeting. A discussion ensued with parent members requesting assistance with understanding the mental math concepts within the new math curriculum.

Part of our mission is “...it takes a village to raise a child.” This adage is a prominent driver in our goal to establish and maintain strong and healthy relationships between our families and community partners. Our approach is based on common sense- work together in respectful and mutually supportive ways. This bond will demonstrate to our students that someone cares about them, their feelings, and self-worth. They will internalize these experiences and have a better understanding of the world around them and strive to achieve more.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of the discussion with PTA and SLT, there will be at least two teacher-led workshops with families from 3rd to 5th grade classes. During these workshops, parents will learn grade-specific math strategies, how to use strategies to solve problems, and learn math games to use with their children which will help reinforce skill/strategies learned in the classroom.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			

38. Activities that address the Capacity Framework element of Trust			
Another goal is to increase family volunteerism across the school. There are several initiatives that will be employed to reach this goal. We will start a Classroom Family Volunteer Challenge. During a specified month, family volunteer hours will be documented and totaled. The family with the most volunteer hours will receive a prize. From this pool, a Volunteer of the Month will be recognized and their picture will be posted on a Wall of Fame in a highly trafficked area within the school. The PTA and school will partner together and send consistent messages to families about their 20-hour volunteer commitment status. There will be an advertising campaign targeted to all families about VolunteerSpot, an online resource for organizing and scheduling volunteer time.	Families	September 2014 to June 2015	Parent Engagement Committee, Administration, PTA and SLT
Another goal is to increase the contact and visibility with the Real Men Read Club sponsored by the Deacons board at Abyssinian Baptist Church, TMALS male staff, fathers, uncles and grandfathers. It is important for our students to know that there are male role models within our community. We will reach out to our CBO and work on hosting at least 2 events this year.	Male students	September 2014 to June 2015	Parent Engagement Committee, Guidance Counselor, Administration, PTA and SLT
Leadership, Family, and staff work together to welcome community partners into our school. We currently have affiliations with Abyssinian Development Corporation, TASC, Starbucks, NY Grows, UFT, MoMA, Doing Art Together, Studio in a School, and Anyone Can Fly Foundation. Our third goal is to connect with at least one other organization. This new relationship will help to deepen our students' understanding of the intrinsic value of giving back to one's community.	Administration, staff, families, partners, students	September 2014 to June 2015	Administration, Parent Engagement Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PTA meetings, flyers, phone blasts, SLT meetings, Partners providing services, school website, volunteerspot

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Survey to parents and students in March and in June. A 5% increase in positive responses on the June survey.

Part 6b. Complete in **February 2015**.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The March date has not arrived as of yet.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Parent/Teacher concerns of Non-IEP students who fall within the Level 1 range of the STAR Reading Test	Recipe for Reading , repeated readings and writing assignments and computer programs such as Brain Pop or Learning Farm	Small group pull out, in class support and one on one pull out.	During and after school
Mathematics	Parent/Teacher concerns of Non-IEP students who fall within the Urgent Intervention range of the STAR Math Test	iXL, math games, Everyday Math and computer programs such as Brain Pop or Learning Farm	Small group pull out, in class support and one on one pull out.	During and after school
Science	Covered via ELA or Math	The above mentioned as relevant	Small group pull out, in class support and one on one pull out.	During and after school
Social Studies	Covered via ELA or Math	The above mentioned as relevant	Small group pull out, in class support and one on one pull out.	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent/Teacher concerns of Non-IEP or non-mandated counseling IEP students who are having social/emotional difficulties that are able to be addressed in the general classroom setting	Mentoring, individual behavior charting, reward system	Small group pull out and one to one pull out	During and after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

Teachers are given leadership roles and tasks and are trained and supported in their roles. Through per session funding, teachers are compensated for their training and facilitation in training of colleagues. In our ELT program, teachers in addition to their academic days, have days they can lead a club of their creation and choice. We have PDs every Monday. We will have two cycles of Professional Learning Committees with topics chosen by teacher choice and need. New teachers are mentored by seasoned lead teachers on their grade. All staff is licensed and highly qualified.

2b. 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).

Teachers are provided with regular professional development. Teachers seek out additional professional development that is supported by the school budget. Teachers are currently enrolled in a variety of the following, Common Core Teacher Leader Teams, RTI teams, Inquiry Teams, Common Core Fellows and Teachers College Institute of Minority Education Fellows Program. The Principal utilizes the Danielson’s Framework of frequent observation and feedback cycles towards improving Teacher Effectiveness. This year we will receive PD from the following: Lit Life coaches, Teacher Development Coaches, TASC Expanded Learning Time, Math for America, FHI 360, Columbia University, and teacher leaders as well as Administration.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

We hold several open houses for new families and collaborate with local day cares to have Pre K students experience some time in Kindergarten and the school. We hold information sessions for one of our feeder schools Anny G Newsome.

4b. 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.

We have a Professional Development committee, A school wide Inquiry Team, Math Lead Teachers, Literacy Lead Teachers all of which consists of teachers and Administration. The Principal also has a cabinet of teachers in lead roles who have weekly meetings with the Principal.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$126,234	9-23	x
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$ 69,462	9-23	x
Title III, Part A	Federal	\$317	21-22	x
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	1,267,170	9-23	x
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

TMALS Parent Involvement Policy

The strengthening of the family and school partnerships will be provided in the following ways

- Access to computers will be available for Parents to do research on effective Parental Involvement activities.
- Provide Parents with information on TMALS and Volunteer Spot websites, Facebook page as well as staff E-mails.
 - Communication through class Parent Leaders text and e-mail list.
- Empower parents to navigate the educational system through workshops with the parent coordinator and outside providers.
 - Strengthen collaboration with the home/School connection through parent coordinator.
 - Provide a periodic newsletter and Monthly Calendar in order to disseminate parental involvement information.
 - Create an atmosphere conducive to learning.
- Provide needed parent workshops across the grades for general and special education as well as English Language Learning students.
 - Yearly workshop on transitioning from elementary to middle school and to high school then college.
- Provide a TMALS community resource and Parent involvement guide.(ADC, Abyssinian, ELT, TASC, Starbucks, Barnes & Noble, Literacy Inc.)
- Empower Parents to advocate responsible student behavior and atmosphere of dignity and respect by establishing guidelines to help students strive to become productive citizens in a diverse society.
- Assist all Parents in understanding the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.
 - Ensure that all Parents or guardians understand the Citywide Standards of Discipline and intervention measures.
- Disseminate and articulate the Parents rights and responsibilities as noted in the NYC public Schools Family Guide.
- Increase Parent knowledge on the roles and responsibilities on the Parent Teachers Associations, School leadership Team, Title- I Community Education Council and the President's Council of C.S.D. #5.
- Increase Parent knowledge of quality review, progress reports, school surveys, ARIS, as well as school and PTA meetings.
- Increase Parent knowledge of our arts & education program through art workshops & museum trips(MOMA ,Studio Museum Of Harlem Faith Ringgold And One Can Fly Foundation)

- School wide and grade Family Events (TMALS Parent Orientation, Yale Institute RULER Family Night, end of year Gala ,Family Harvest Celebration, Family Field Day, Cook Shop)
- Enlist Parents to become Student Mentors (The Men Of TMALS, Moms On The Move, The Grand Parents Club, TMALS Parent Cultural Ambassadors, Literacy INC. VIP Program)
- The above list incorporates some of the activities our school will engage in to increase the home school connection. We are of the absolute persuasion that parental partners in the educational system work.
School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 318
School Name Thurgood Marshall Academy Lower School		

B. Language Allocation Policy Team Composition [i](#) 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 Dawn Brooks-DeCosta	Assistant Principal Kimberly Crawford, IA
Coach N/A	Coach N/A
ESL Teacher NONE	Guidance Counselor N/A
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Mr. Craig Frierson
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	0	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	0
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)	221	Total number of ELLs		ELLs as share of total student population (%)	0.00%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								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	
	ELL	EP	ELL	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	
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	0	0	0	0	0								0
Intermediate(I)	0	0	0	0	0	0								0
Advanced (A)	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
7					0
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
7									0
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									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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:

- 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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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](#))
Paste response to question here:
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?**Paste response to questions here:**
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.).
Paste response to question here:

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](#).)
Paste response to question here:
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.
Paste response to question here:
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 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

Part V: ELL Programming

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])?

Paste response to questions here:
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

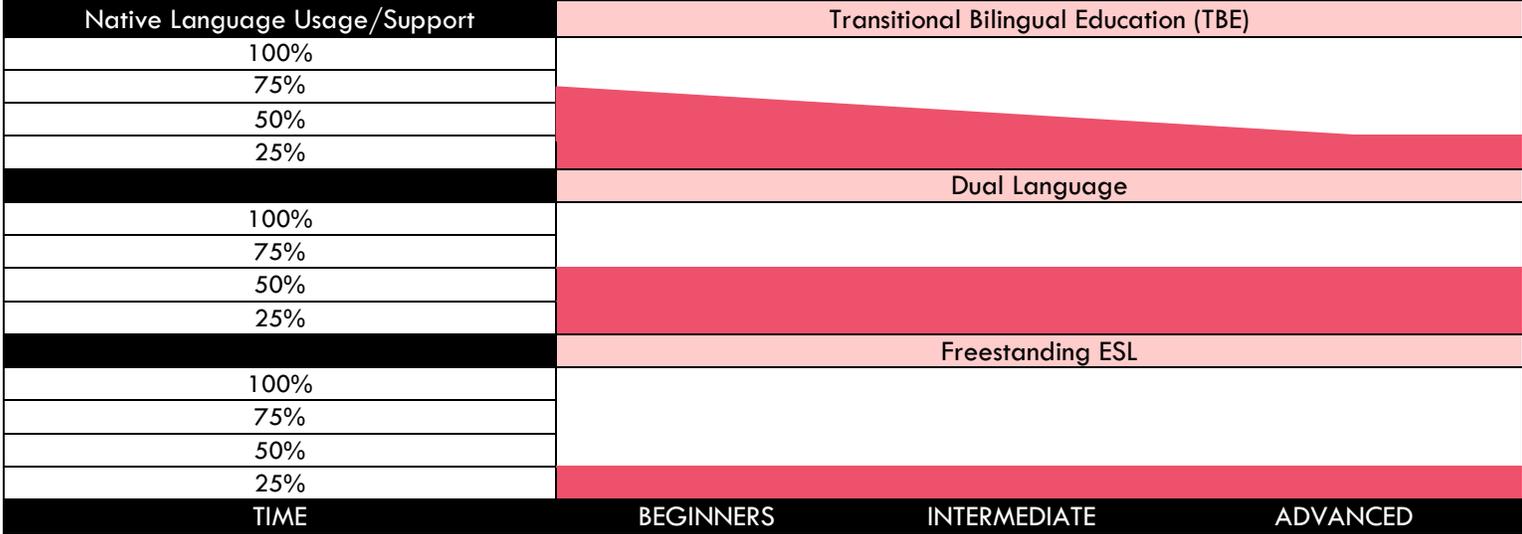
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
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.

Paste response to questions here:

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?

Paste response to questions here:

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Brooks-DeCosta	Principal		12/1/13
Kimberly Crawford	Assistant Principal		12/1/13
Craig Frierson	Parent Coordinator		12/1/13
N/A	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Jorge	Network Leader		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: **05M318** School Name: **Thurgood Marshall Academy Lower Sch**

Cluster: **FHI 360** Network: **511/521**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The NYCDOE Home Language Surveys will be used as the primary source of data for language needs of the school. We will also review reports in the ATS system, viewed as the HLIS report. Both the RELL report and RHLA reports would be used as sources of data as we assess the needs of our population. Parents will be updated accordingly.

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.

Based on our school-wide orientations and open-house events we have found no need to provide translation services at this time. We also reviewed all of the Home Language Surveys. Our records indicate that the dominant home language is English however some families prefer to speak in their native tongue while sharing with other family members. Our parent coordinator did distribute translation assistance fliers to our families and we have provided our monthly memos to be in the form of both English and Spanish translations as needed. Our school has relied on the translation services from other neighboring schools to help translate and speak with families as needed. We have one case of a family that speaks both English and Creole.

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.

We currently have an inclusive school community of English Language speaking families. As our population grows we would maintain the Department of Education guideline for providing translation services to families. 05M318 uses the Parent/Guardian Home Language Survey to identify the language needs of our families. We also hold parent orientation sessions prior to the school year starting and ask parents if they need to be informed in languages other than english. Based on the data generated from our ATS reports when we have a family that needs translation services the immediate plan would be to get another parent or adult to provide on-site translations. We would also use the DOE translation services provided over the phone at 718-752-7373.

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

The school will provide services to all families on an as needed basis. The initial form of translation would be provided by a member of the school community. If we need to provide translation services that are unavailable within our school we will use a Department of Education Board approved translation provier or a neighboring school employee who will be able to assist us. All of our parent communication notices can be translated to inform families as needed. We also have informed our parents that New York City Department of Education documents can be received in eight languages.

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>.

We have monthly meetings with our parents. The Parent Coordinator has also held workshops and provided emails of opportunities to inform parents of various multi-lingual programs within the city. Parents are also paired with suportive families that can help share information and details about various NYCDOE events and school happenings.

When the school needs to provide services to families that speak languages other than english we will use available parties within the school community as well as the DOE translation services.