

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**05M318**

**School Name:**

**THURGOOD MARSHALL ACADEMY LOWER SCHOOL**

**Principal:**

**DAWN BROOKS DECOSTA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Thurgood Marshall Academy Lower School School Number (DBN): 05M318  
Grades Served: K-5  
School Address: 282 West 151<sup>st</sup> Street  
Phone Number: 212-368-8731 Fax: 212-368-8641  
School Contact Person: Dawn Brooks Decosta Email Address: [Dbrooks5@schools.nyc.gov](mailto:Dbrooks5@schools.nyc.gov)  
Principal: Dawn Brooks Decosta  
UFT Chapter Leader: Pamela Patterson Moore  
Parents' Association President: Eric Hall  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Eric Hall  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 5 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123rd Street, NY, NY 10027  
Superintendent's Email Address: [greeves@schools.nyc.gov](mailto:greeves@schools.nyc.gov)  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7th Avenue, NY, NY  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 917-339-1765

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Pamela Patterson Moore	*UFT Chapter Leader or Designee	
Eric Hall	*PA/PTA President or Designated Co-President	
Tieeshah Richardson	DC 37 Representative (staff), if applicable	
Eric Hall	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tara Gardner	CBO Representative, if applicable	
Jason Hall	Member/ Parent	
Beverly Prince	Member/ Parent	
Tashima Jones	Member/ Parent	
Natyna Arnold	Member/ Parent	
Denesha Watson	Member/ UFT	
Pamela Patterson Moore	Member/ UFT	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our unique qualities and strengths:

Thurgood Marshall Academy Lower School TMALS, is a K-5 Elementary School that is predominately African American by approximately 90%. We are a Title 1 School at approximately 70 % free and reduced lunch. 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 as a result of our small size. 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:

Our current proficiency rate is 31% proficiency in Math and 27 % proficiency in ELA.

We made gains in our ELA scores and also on our Parent Environment Survey in all areas. A growth area 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.

**Our school has made progress in Supportive Environment where we have** established a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. We will work to improve in the area of **Rigorous Instruction where** 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. This will result in an increase of our Proficiency rates for students in Grades 3-5.

## 05M318 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	219	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	76.8%	% Attendance Rate		91.0%
% Free Lunch	77.7%	% Reduced Lunch		5.9%
% Limited English Proficient	N/A	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		83.2%
% Hispanic or Latino	12.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.9%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		26.7%
Science Performance at levels 3 & 4 (4th Grade)	97.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The environment and culture at Thurgood Marshall Academy Lower School, 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 at this higher expectation. Students will receive the necessary supports to meet and exceed these challenges. There are expectations in all classrooms that include accountable talk, high level questioning and 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. Our current proficiency rate is 31% proficiency in Math and 27 % proficiency in ELA.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the level of rigorous instruction and activities by June 2016 there will be a 5% increase in school wide rate of proficiency in ELA and Math as measured by New York State Exams.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Further the professional growth of staff members through professional learning opportunities</p> <ul style="list-style-type: none"> <li>• Teaching staff will conduct classroom inter-visitations with colleagues, and visit other identified schools that have successful pedagogical best practices.</li> <li>• The TMALS Professional Development Committee will continue to conduct needs assessment surveys in order to identify professional development activities for the 2015-2016 school year. The results of this surveys will assist the committee with tailoring professional development sessions for participants needs.</li> <li>• 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.</li> <li>• Teacher teams will meet with professional development coaches from the NYCDOE Office of Teacher Effectiveness 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.</li> </ul> <p>Two teachers will serve as our Math Leads and will lead the increase in our Math presence school wide through scheduled math writing displays school wide and the roll out of a series of Math daily routines.</p>	<p>Administration and Staff</p>	<p>September 2015 to June 2016</p>	<p>Administration will organize and facilitate the implementation in collaboration with the Professional Development Committee, Math Lead Teachers and network.</p>

Math leads will work closely with our Manhattan Borough math specialist.			
<p>Enhance the educational experiences of all students</p> <ul style="list-style-type: none"> <li>• Staff will encourage the use of quality thinking by using the accountable talk strategy across all classrooms.</li> <li>• Supporting populations by hiring part-time staff to assist with our growing ELL population and students with special needs.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>All students will be invited to participate in our Afterschool Expanded Learning Time Program for increased instructional minutes in ELA, Math and Science. Additional staff at this time will also allow for more small group instruction to target academic needs for students.</p>	Administration and Staff	September 2015 to June 2016	Administration, Inquiry Team and staff
To assist students in real world connections we will utilize additional resources such as Scholastic Reader and Time for Kids)	Teachers and Students	September 2015 to June 2016	Teachers and Students
Teachers will use white boards in math to show mathematical process and utilize them in check for understanding to ensure students are clear on the concepts.	Teachers and students	September 2015 to June 2016	Teachers and Students

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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 Teacher Development Coach and Academic Mentor

Per diem for teachers to attend Professional Development

Per session for Teachers for afterschool

Supply resources for curriculum and assessment materials

**Part 4b.** 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 we expect a 3% increase from baseline in ready periodic assessments in ELA and Math.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We utilize several tools to promote a positive self image for our children. We utilize character traits each month in all classes where students learn through regular class instruction and character building sessions with our Guidance Counselor. Students in each class vote on the student who exhibits the monthly character 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 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 and 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we expect and increase of 8 % of positive responses in the Supportive Environment category related to classroom behavior which as measured by the 2015 Framework for Great Schools Report.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>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)</p>	<p>Administration, Guidance Counselor and RTI Team</p>	<p>December 2014 to June 2015</p>	<p>Guidance Counselor, Parent Coordinator, PTA President, RTI Team</p>
<p>To roll out the RULER for Families through a series of 3 parent workshops introducing three components of the Emotional Intelligence Program for our families to learn regulating strategies for emotions and dealing with stressful situations.</p>	<p>TMALS Parents</p>	<p>The parent workshops will be implemented between September 2015 and June 2016</p>	<p>Family Engagement Committee</p>
<p>All students will participate in Character Building classes each week. We will continue to focus on Character building, Character Traits and the College and Career Readiness Traits throughout the school year.</p>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Admin, Guidance Counselor, Teachers</p>
<p>RULER Committee Positive Behavior Team will look at OORS data and teacher anecdotal monthly to address any immediate concerns and needs for the children.</p>	<p>Teacher, Students, Families</p>	<p>September 2015 to June 2016</p>	<p>Admin, Guidance Counselor, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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</p>

improving the social and emotional climate of the school prepares students to learn as well as increase their academic performance.

**Part 4b.** 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 there will be a decrease of 3% in classroom incidents as measured by OORS data.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

There has been an increase in students who did not meet promotional criteria on Grade 4 New York State Common Core Math aligned exam. We have a Proficiency rate of 31% Math State Exam proficiency. Although this is up by 3 % points from the previous year, it still shows that 69 % of our students including our Special Needs Population are still showing below grade level proficiency on the State Exams. We also have a drop in ELA State Exams Scores by 3% which is currently at 27%

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We would like to increase our focus on what is best for student learning and creating well developed expectations. We will expect an increase of 2% in positive responses in the area of Professional Community and the Focus on Student Learning as measured by the 2016 Framework for Great Schools report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Conduct weekly professional development opportunities for all teachers including the establishment of Professional Learning Communities. 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.</p>	<p>Administration and all teachers</p>	<p>September to June:  Schedule includes common preps for all teachers at least twice a week.  Monday professional development days for teachers</p>	<p>Administration and all teachers</p>
<p>Throughout the academic year, teacher teams will schedule twice a week common meetings to support best instructional practices related to Danielsons Framework. Students' work is assessed to provide growth and differentiated instruction. This will target the needs of all students.</p>	<p>Administration and all teachers</p>	<p>September to June:  Schedule includes common preps for all teachers at least twice a week.  Monday professional development days for teachers</p>	<p>Administration and all teachers</p>
<p>Both formal and informal observations and feedback will be utilized to identify teacher needs and growth. This will target all teaching staff.</p>	<p>Administration and all teachers</p>	<p>September to June:  Schedule includes common preps for all teachers at least twice a week.  Monday professional development days for teachers</p>	<p>Administration and all teachers</p>
<p>Teachers in collaboration with Teacher Development coaches will support one another through peer</p>	<p>Administration and all teachers</p>	<p>September to June:</p>	<p>Administration and all teachers</p>

<p>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.</p>		<p>Schedule includes common preps for all teachers at least twice a week.</p> <p>Monday professional development days for teachers</p>	
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Schedule includes common preps for all teachers at least twice a week.</p> <p>Monday professional development days for teachers</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, we will conduct a mid year survey utilizing the questions from the Framework for Great Schools focused on student learning. We will expect an increase of 2 percent in positive responses from staff. At least 91 % of staff will record positive responses to the survey focused on student learning as measured by our internal survey.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2015 Framework for Great School report under the Effective School Leadership category, TMALS leadership received a rating of 98% for Inclusive Principal Leadership as compared to the Citywide average was 91% Principal Instructional Leadership was 92% compared to 87 % Citywide.

The area we are working on are Teacher Influence is at 62% as compared to the Citywide Average of 61%. The 2014-15 Quality Review received a Proficient rating in the area of 4.2 Teacher Teams. There is still a need to increase opportunities for Teacher leadership.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 an increase in Positive Responses on Teacher Influence of 5% as measured by the 2016 Framework for Great Schools.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Professional Learning Committees-</b> 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.</p>	<p>All teaching staff and support staff</p>	<p>2 cycles Fall October – January and February - May</p>	<p>The PD Committee in collaboration with the Principal and Assistant Principal</p>
<p>Continue to work with the School Cabinet to provide feedback, input in curriculum, PD and resources.</p>	<p>School community</p>	<p>September 2015 to June 2016</p>	<p>Admin, Cabinet</p>
<p>Continue to work with Cabinet and PBIS Team to work on setting standards for student behavior and engaging the community in school expectations.</p>	<p>School Community</p>	<p>September 2015 to June 2016</p>	<p>Admin, Cabinet, PBIS Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>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.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, we will conduct a mid point survey using the questions from the Framework for Great School as it relates to Teacher Influence. We will expect an increase of 3 % of positive responses on these questions.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.

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.

On the NYC School survey report, we are proud to report a 97 % parent response rate. In the Section for Strong Family and Community Ties we received a 93% as compared to 85% Citywide. All other areas except for one were over 95 % in relation to parent responses.

One area of volunteerism was lower for us with a rate of 79%. We are looking to increase our rate of Volunteerism of our Families.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we would like to increase positive responses regarding volunteer time to support the school by a 5% increase as measured by the 2016 NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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.	Families	September 2015 to June 2016	Parent Engagement Committee, Administration, PTA and SLT
There will be at least 2 teacher led workshops for families from Grades 3-5. During these workshops parents will learn grade specific math strategies and how to use those strategies to solve problems as well as learn math games to use with their children which will help reinforce skills/strategies learned in the classroom.	Families	September 2015 to June 2016	Admin, Parent Coordinator, Parent Engagement Committee, Teachers
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 on our Facebook and Twitter pages and through phone blasts	Families	September 2015 to June 2016	Admin, Parent Coordinator, Parent Engagement Committee, Teachers
Conduct Parent Workshops throughout the year to engage parents in academic support strategies.	Families	September 2015- June 2016	Admin, Parent Coordinator, Parent Engagement Committee, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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, Parent Engagement Tuesday time, Volunteer sign in logs for parents, teacher per session for Parent Academic workshops.										
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 there will be 3% increase in Parent Volunteers at the school as measured by our Volunteer sign in log.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Students who receive Level 1 or 2 on NYS ELA</p> <p>Assessment</p> <p>Parent/Teacher concerns of Non-IEP students who fall within the Level 1 and 2 range of the STAR Reading Test</p>	<p>Recipe for Reading , repeated readings and writing assignments and computer programs such as Brain Pop or Learning Farm</p>	<p>Small group pull out, in class support and one on one pull out.</p>	<p>During and after school</p>
<b>Mathematics</b>	<p>Students who receive Level 1 or 2 on NYS Math</p> <p>Assessment</p> <p>Parent/Teacher concerns of Non-IEP students who fall within the Urgent Intervention range of the STAR Math Test</p>	<p>iXL, math games, Everyday Math and computer programs such as Brain Pop or Learning Farm</p>	<p>Small group pull out, in class support and one on one pull out.</p>	<p>During and after school</p>
<b>Science</b>	<p>Students who receive Level 1 or 2 on NYS Science</p> <p>Assessment</p> <p>as well as Unit Assessments are considered At Risk.</p>	<p>FOSS and Harcourt and Teacher Created Resources</p>	<p>Small group pull out, in class support and one on one pull out.</p>	<p>During and after school</p>
<b>Social Studies</b>	<p>Students who receive Level 1 or 2 on unit level Social Studies</p> <p>Tasks are considered At Risk.</p>	<p>Harcourt and Teacher Created Resources</p>	<p>Small group pull out, in class support and one on one pull out.</p>	<p>During and after school</p>

<b>At-risk services</b> (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, in class support and one on one pull out.	During and after school
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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 Expanded Learning Time extended day 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. School based teachers are given preference to work the program since they know students, families and student data well. School based teachers cover additional classes for those teachers who are unable to work.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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, Response to Intervention-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: Teacher Development Coaches, TASC Expanded Learning Time, Columbia University, and teacher leaders as well as Administration. School Based Professional Development is attended by paras as well so they are aware of the school data, goals and strategies. Paras also attend District Wide Para Professional Development twice a year.

### 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. The School wide Inquiry team utilizes State Exam Data, Periodic Assessments STAR Reading and STAR Math online assessments, Ready Assessments and monthly writing and math student pieces to analyze and determine next steps for instruction. This information is also used to align Professional Development offerings.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	121,902.00	x	Section 5a, 5b, 5c, 5d, 5e

Title II, Part A	Federal	69,989.00	x	Section 5a, 5b, 5c
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,404,700.00	x	Section 5a, 5b, 5c, 5d, 5e

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

---

#### **Parent Involvement 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 promptly 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.

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>318</b>
School Name <b>Thurgood Marshall Academy Lower School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ms. Dawn Brooks-DeCosta</b>	Assistant Principal <b>Ms. Kimberly Crawford</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Ms. Patricia Butts</b>
Teacher/Subject Area <b>Ms. Pamela Moore</b>	Parent <b>Mr. Mike De La Cruz</b>
Teacher/Subject Area	Parent Coordinator <b>Mr. Craig Frierson</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member
Superintendent <b>Ms. Gale Reeves</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	219	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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					
<b>All ELLs</b>	4	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	4	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
Arabic	0	0	0	0	0	0								0
SELECT ONE	0	0												0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
0

Number of students who speak three or more languages: 0

Freestanding English as a New 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	1	0											0
<b>Emerging</b> (Low Intermediate)				1	1	1								0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	0	0	0	0	0	0	0	0
4	0								0
5	1		0	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Our school uses Renaissance Learning (Accelerated Reader) to assess the early learning skills of our ELLs. We also use Fountas and Pinnell and iReady as assessment protocols for student placement. In addition to these resources our teachers use teacher-created assessments to measure student performance. Each student has a data folder to track and record their assessment findings so they are aware of what areas of improvement are needed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The 2014-2015 school year was our first time having an ELL population. The data patterns from the 2014-2015 are not comparable to previous year reports. For the 2015-2016 year we will compare trends and continue to create flexible groups to meet the needs of our ELL population. For the 2014-2015 year our students were newcomers.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We would use this data to develop programs for the ELL students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - The 2014-2015 school year was our first time having an ELL population, there are no patters created to assess the grades. ELL periodic assessments were not made use of as they are optional. This academic year, we have an ENL teacher. This teacher is focusing on the students' prior linguistic knowledge (Arabic) and the structure of the English language. For example, the fact that Arabic is read from right to left. The ENL teacher will teach the ELL students literacy skills and foundations.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Although the ELLs at Thurgood Marshall Lower School are entering, it is the school's policy to engage in intensive, targeted intervention whenever ELLs are not demonstrating sufficient progress. It is also used to prevent inappropriate referrals of ELLs into special education, and provide early intervention through three-tiered layers of instructional support. Tier I focuses on improvement of core instruction. Tier II focuses on more intensive interventions within homogeneous groups; and Tier III is virtually 1:1 intervention, all within the context of family and cultural backgrounds. Only after a comprehensive, multidisciplinary evaluation has taken place should special education be considered. We have invested in additional supportive materials like MindPlay and Rossetta Stone for our ELL students to expose them to the language and help develop their skills.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The classroom teachers differentiate instruction to build the English language skills of their English Language Learners. The ENL Teacher partners with the classroom teachers of ELLs to ensure the core lessons are properly scaffolded for the ELLs. The classroom teachers are trained in communication skills appropriate to teaching ELLs, such as providing definitions of core vocabulary, use of repetition, visuals, appropriate pacing of the lesson, native language supports, etc. In addition, a thorough evaluation of a child's second language development is essential to preventing inappropriate placements into special education when expected academic progress is not easily achieved, as stated in #5 above with reference to the Response to Intervention framework. We also meet with family members as needed to create a word bank of frequently used words.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N.A.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The ultimate test of the success of the ELL program is the degree of success that students experience in their regular English classrooms. Even though they may demonstrate steady progress on the NYSESLAT, the final test takes place among their English-speaking peers, on the ELA, and eventually in the English-speaking communities. Our goal is to have our students achieve full integration and facility in the use of English approximating native-like proficiency—even as the ELLs retain and deepen their knowledge of and appreciation for their own native language. We examine student data histories compiled by both the ENL teacher and classroom teachers, based on project-based assessments, classroom observation anecdotal records as well as standardized test data that determines AYP for ELLs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

The Thurgood Marshall Academy Lower School carefully follows the prescribed steps for ELL identification outlined by the New York City Department of Education. This involves interviewing each parent or guardian of every new admit in their home language, and then administering and interpreting the HLIS. Beyond this formal procedure our school's culture and plan is to be involved with the community and familiar with the backgrounds of each family that comes to us. Our school is an extended family; our door is always open.

The school's administration includes those who are bilingual Spanish--English. Parent resources within the community include those who are bilingual Arabic--English, as there is a community of Arabic speaking entrepreneurs in close geographic proximity to the school.

Upon registration, the HLIS (Home Language Identification Survey) is filled out with a trained pedagogue and evaluated. Parents of incoming students upon registration are given the HLIS survey to complete, and an informal oral interview is conducted in English and their native language by a certified pedagogue. The HLIS is always provided to the parents in their native language, as provided by the Department of Education. When that language is not available, we use the translation unit or staff member who speaks that language. The certified ENL teacher speaks Spanish and English, and is also knowledgeable in several other languages. The HLIS survey is reviewed by the ELL coordinator who determines if the student is eligible to receive the NYSITELL test and is then administered to students who are eligible by the ENL coordinator or ENL teacher. Students who test as ELLs will receive entitlement letters in their native language, as provided by the DOE. Students who are tested and are not entitled to ENL services will receive the non-entitlement letter in their native language as provided by the DOE. Students who continue in the program using the NYSESLAT

scores, will receive the continuation letter in their native language indicating their proficiency level. Students who score proficient on the NYSESLAT receive a discontinuation letter and remain in the general education program but continue to receive testing modifications for the following two years, and continue to be monitored for progress (transitional services). Please note all students also receive the English translations of letters along with the native language translations for parents' records.

Annually, ELL students are administered the NYSESLAT (New York State English as a Second Language Achievement Test). Prior to the exam, the ENL coordinator facilitates an informational parent meeting to discuss the NYSESLAT, translations are provided using staff, parents and community members for oral translations. All ELLs receive the proper testing modifications and a schedule is set for testing each of the four modalities. Students are tested by grade bands by the ENL teacher and ENL coordinator. When the NYSESLAT scores are received by the school, the ESL coordinator analyzes them. Each modality is examined carefully and an easy-to-read spreadsheet is created by the ENL coordinator and distributed to the teachers. The scores are used to determine the next year's ENL mandated services, placement into any intervention programs offered at the school, to set goals for this population of students, and to plan instruction to meet the needs of the ELLs.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Formal assessments such as LENS, SIFE questionnaires will be made use of if necessary. However, the most telling assessment usually arises from the student's work. The assessments used in this case would be developed based on the guidance from the DELLs office since we have a very small population of ELL students at this time.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At this time none of the ELLs at Thurgood Marshall Academy Lower School have an IEP. With respect to ELLs, the most important point about identifying students with IEPs is that an ELL not be assessed without taking the difference in home language into account.

LPT Team Members will include - Kimberly Crawford school/district administrator  
Ms. Constance Benson- certified teacher a teacher of English to speakers of other languages  
Ms. Patricia Butts -the guidance counselor and director of special education  
The student's parent or guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The letters are prepared and "backpacked" to the parents the day after the NYSITELL is scanned and score determined. All notices are shared in the parents native language or explained via translator. We also utilize the phone blast system which has the ability to translate and speak in various languages to inform parents of the notices that are sent home. Our parent coordinator reaches out to our ELL families with all school updates.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed in writing and with official NYCDOE documents of their rights to appeal ELL status. We have monthly meetings that are open for our ELL families to come in and meet with Administration and our parent coordinator. A copy of all correspondence is kept in the main office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

For all students who are entitled to ENL services, parents receive a letter in their native language regarding a parent orientation meeting that is held within 10 days of enrollment at the school. Two meetings are held, one in the morning and another in the evening. For parents who cannot attend the scheduled meeting, one-on-one meetings are provided on a different date.

During the parent orientation meeting, parents are provided with an overview of the identification process, a description of the ENL program at TMALS, a showing of the video produced by the DOE that outlines all three programs available in NYC public schools, and assistance is provided for completing the Parent Option forms and Parent Survey and Program Selection forms. Parents also are given the opportunity to voice questions or concerns. Translations are provided by staff, parents and/or community members. The video is presented in all languages that are applicable to our parents. Following the orientation, parents are given time to complete the Parent Selection Form and Parent Survey, which are provided in their native language as provided by the DOE. Assistance is offered for parents who may need help completing the forms. Parents are provided with the brochure in their native language.

If a parent does not attend the meeting and/or return the forms, the ENL coordinator calls the home, sends an email, if available, and back-packs a letter to the parent in an attempt to make a one-on-one appointment. If the parent doesn't respond within a week, the Parent Coordinator will reach out to the parents as well. For new enrollments, the parent orientation is ongoing and always held during the 10-day period. If their chosen program is not available at the school, the parent is informed of their option to transfer their child to another school that has that particular program. The parent is provided with a list of schools that do offer that particular

program.

This year, the school has 4 ELLs with one home language, namely, Arabic. Consequently, the school is limited to a Freestanding ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
As part of our procedure, parents are given the opportunity to complete the Parent survey and Option form at the orientation meeting. Assistance is provided for parents who may need it. As previously stated, if a parent does not return the forms, within a week the ENL coordinator calls home, sends an email if available, and back-packs a letter in an attempt to make an appointment with the parent to complete the forms. If the parent doesn't respond within another week, the Parent Coordinator will reach out to the parents as well. With this procedure in place, we have nearly 100% success in obtaining the completed parent survey and selection forms. The originals are kept in the student's cumulative folder and copies are kept by the ENL coordinator in an ENL binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We keep a checklist of all forms returned. Also HLIS are inputted into ATS and a ELPC report is run to verify all forms are submitted.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parents are contacted in writing and via telephone. They also have an opportunity to meet with the Parent Coordinator and Guidance Counselor who are both available to serve on the ELL team.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We keep all ELL student data in an ENL binder for each academic year. This includes copies of the HLIS forms, all parent letters and surveys, announcements of parent meetings and the relevant ATS reports such as the RLER and RLAT. The binder is kept in the school's administration office.
11. 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.  
Students who enter the school system or who have been identified as ELLs are closely monitored to make sure all test are administered and coordinated at a specific time, based on a constructed calendar and ATS reports. The calendar is structured to indicate exactly what dates each band and section of the NYSESLAT is administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The letters are "backpacked" with the students. The parents are also contacted in writing and via telephone to ensure receipt. They also have an opportunity to meet with the Parent Coordinator and Guidance Counselor who are both available to serve on the ELL team.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Our ELL population was developed in the 2014-15 school year. Consequently, there is no trends to compare to at this time.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Due to the small percentage of our student body that are ELLs, we offer Free Standing ENL, as we do not have the number of students needed to fill a transitional or dual language program, and as ENL is the selection our ELL parents have made. Our Free Standing ENL program will be serving our ELLs in a combination of push-in and pull-out services. Currently, our four ELLs are in four classrooms, in four different grades. Our ENL provider will be both pushing into and pulling out of these classrooms to meet the mandate of 180-360 minutes each week.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our Network helped us meet the requirements for the 2014-15 school year. We do not have a full time ELL teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL program has two models; push-in and pull-out. During push-in periods, ELL students are learning the content being taught in their mainstream classroom and the ENL teacher is co-teaching with the classroom teacher or providing small group instruction based on the classroom curriculum. In the mainstream classroom, students are using the Teacher's College Reading and Writing curriculum. The ENL teacher pushes-in during any of these subject areas and supports the ELL students in their classroom. The ENL teacher supports classroom lessons by using scaffolding such as modeling, bridging connections between new concepts and prior knowledge, contextualizing by using realia or graphic representations, and schema building by previewing texts or using organizers to prepare for reading a text. Differentiation includes use of graphic organizers, leveled texts, teacher-made templates for writing units, personal word walls for students, and vocabulary development in order to make content comprehensible to all ELLs. The ENL teacher provides support to classroom teachers by making themselves available during common preps and copies of the pacing calendar with teaching points is provided to the ENL teacher for planning.

During the pull-out periods, all ELL students are learning thematically-based units in the ENL program. Thematic units are aligned with the NYC scope and sequence and Common Core Learning standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ENL program is taught in English through the use of scaffolding strategies. This includes use of scaffolding strategies that include modeling, bridging, contextualization, schema building, and text re-presentation. Also, collaborative learning activities are used, hands-on activities are planned, technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students' native language, and the internet for support. Bilingual dictionaries and glossaries are also used. The ENL classroom has a DVD and CD player used to deliver instruction in different modalities by using videos, visuals, audio and interactive writing.

In addition, native language support is amply provided for ELLs with Spanish as their home language. The ENL teacher makes strong use of Spanish particularly in working with beginners, providing Spanish translations and instruction and only gradually moving to an English-dominant classroom as the students progress. Spanish (listed as 'Espanol') is offered to all students within the school, grades K-5; it is an important cluster offering. The school also contains several English-Spanish bilingual classroom teachers and staff, including the Principal.

The ENL classroom is a student-centered classroom where the ELL community is developed and students are provided with a risk-free environment. ENL methodologies are used by the ENL teacher to make content comprehensible to all students and meet their needs. ELL approaches include, but are not limited to, the Language Experience Approach, where students share an experience and then produce language in response to their first-hand, multi-sensory experience, and the Whole Language Approach, where students develop their language skills in all four modalities; listening, speaking, reading and writing. ENL instruction incorporates the components of Balanced Literacy, such as read-alouds, shared readings, interactive writings, guided reading and independent reading and writing. Differentiation of process, product or content is done through the use of small group instruction, use of graphic organizers and supplemental materials.

ELLs are given opportunities to develop their language skills in all four modalities through their reading experiences, writing activities, listening activities and opportunity to speak on a daily basis by sharing their work, having discussions with their peers, making presentations and actively participating in class.

Assessments are also an important part of the ENL curriculum. Both informal and formal assessments are utilized. These assessments will drive instruction as teachers plan using the information gathered to meet the needs of the students. This year, our school has an inquiry team focusing on the development of writing and further developing academic language in our students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Upon entering our school, all English Language Learners are given the opportunity to produce work in their native language, as an assessment of their academic ability, and evaluated by a pedagogue who is literate in that language. Students with Spanish as their home language are tested with the Spanish LAB-R. When students first enroll in the school, they are provided with the opportunity to write in their native language so their teachers may assess their literacy skills and language proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Of course, there is the use of the NYSESLAT scores. In addition, the Periodic Assessments provide ongoing formal assessments of three of the four modalities. Given our small ELL population, the ENL teacher is able to engage in one-to-one informal assessments of speaking development on a regular basis. Other informal assessments, including running records and anecdotes, performance based assessment and portfolio assessment are vital to provide a more well-rounded picture of an ELLs true skills, abilities and ongoing progress. Both methods involve teachers making use of ordinary classroom activities to measure progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. Our progressive, workshop approach provides instruction with multiple entry points and differentiation. In addition, for a SIFE student we would offer opportunities for them to work part time in other classes that are closer to their actual level. The SIFE student would also be mentored by a qualified instructor in addition to the classroom teacher. A SIFE point person would be identified who would know best practices for SIFE education and provide PD opportunities for that person. Currently, no SIFE students are enrolled at the TMALS.
- b. The plan for newcomers is to provide pull-out and push-in service to meet their specific needs, and to provide professional development for the classroom teachers to be able to incorporate ENL methodology into their regular teaching practice. Because newcomers now receive ELA testing after one year, emphasis is placed on BICS and CALPS instruction simultaneously. There is no lag between oral and literacy acquisition in the approach used at the Neighborhood School. As soon as the child knows as few as 10 English words, that child not only learns to recognize and speak them, but read and write them as well. Differentiation is accomplished in pacing instruction and scaffolding the content areas to accommodate each student's prior knowledge and interests. From an adult perspective, the learning pace is accelerated for ELLs who are not in special education, precisely because young children normally have the capacity for rapid language acquisition.
- c. In general, ELLs who are receiving 4-6 years of ENL services at the Elementary level are the students who plateau at the same proficiency level for two or more years. When the school has several such students, an ELL inquiry team will be established to focus on academic language development in writing or reading--the two areas that usually constitute the biggest challenges. The goal will be to develop academic language through exposure to various genres in reading and writing, multiple opportunities to practice and assess student progress throughout the year.
- d. TMALS had no long-term ELLs either last year, or this current academic year. However, whenever such ELLs arise within an Elementary context, it almost always is in the case of students with IEPs. Such students would receive instruction and support as per their IEPs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The core principle to apply in this case is that while a student's label may change, that student must be regular assessed and taught as a whole individual, on an individual and differentiated basis. When teachers are differentiating instruction, focusing on

**Chart** each unique individual within the class, each student will then receive the instruction and scaffolding best suited to his or her needs.

8. 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?

The instructional strategies teachers use to provide access to content areas to ELL-SWD include pairing students for reading support, templates/prompts for writing activities, visuals, bilingual glossaries in content area subjects, and the opportunity to use math and science texts in some native languages. The ENL teacher, reading specialists, SETTS and classroom teachers collaborate to make goals for students based on their IEPs. The academic intervention team tracks students and their progress based on running records, progress reports, and reading levels. The ENL teacher provides additional support during content area instruction in the classroom.

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

Teachers communicate with the ENL teachers and grade partners to ensure students are not missing materials covered while they may be pulled out for ENL instruction. Our school received help from the NYCDOE to ensure that students received the appropriate instructional hours. We also use multiple curricular resources.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
<b>Chart FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

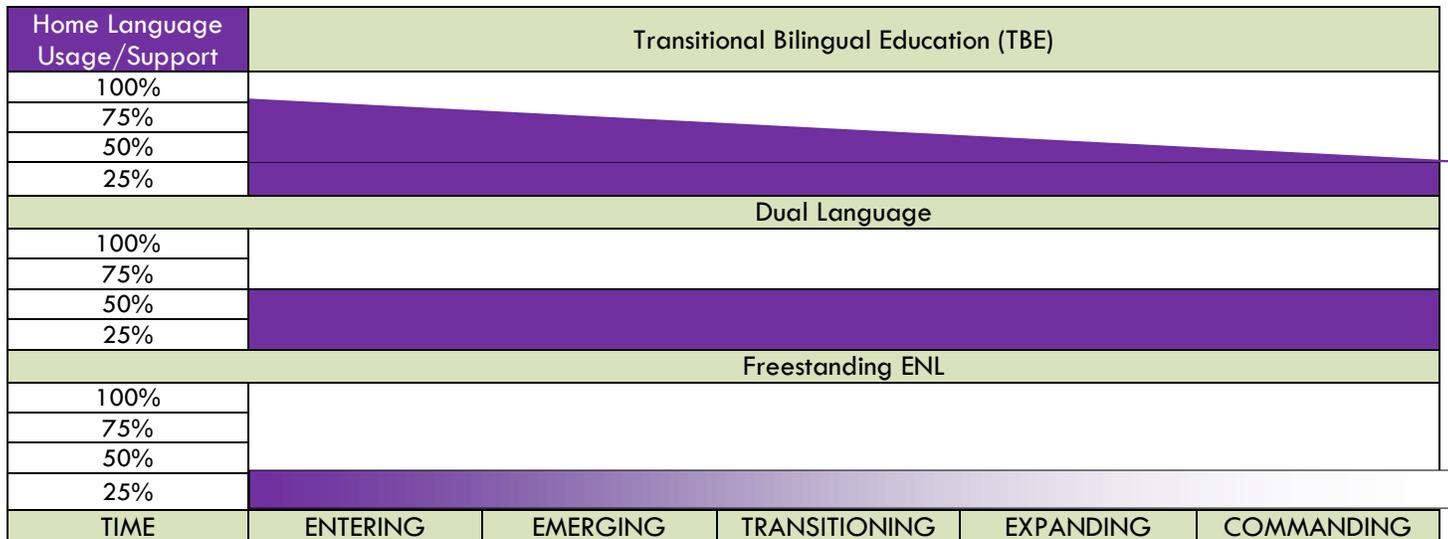


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
The school offers various intervention programs for ELLs. In ELA, the ENL teacher works with a small group of students to provide targeted intervention in literacy. Student work is periodically assessed and used to plan future instruction. The focus is on writing opinion pieces. Instruction focuses on academic language that can be used to express one's opinion in an educated manner. There will be an emphasis on the reading of information texts that will include argumentative and/or opinion pieces, which can be used as mentor texts. Standard-based rubrics are used to assess students' final pieces. Many of our ELLs also receive one-on-one support with students teachers or tutors that are assigned to the classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our current ENL program will be demonstrated in the English Language Learners themselves as well as by the classroom teachers of ELLs who are acutely aware of and differentiate instruction for the ELLs. For example, our new ENL Teacher is a veteran with a history of rapidly moving her ELL students forward in their acquisition of English. In addition, our ELLs are being integrated successfully into the holistic life of our school's community. ELL parents are involved as volunteers, assisting in the school and various PTA roles. If as the saying goes, "it takes a village," the TMALS is that village that is actively teaching and nurturing the whole child that is the English Language Learner.
12. What new programs or improvements will be considered for the upcoming school year?  
The ENL program itself is a new program.
13. What programs/services for ELLs will be discontinued and why?  
The ENL program itself is new, and there is a resistance to discontinuing any program that displays any redeeming quality for enriching ELL instruction.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs in grades K-5 have equal access to school programs throughout the year. Kindergarten and first grade students have reading recovery, small group push-in instruction, and literacy tutors. These programs include targeted language instruction, reading instruction and enrichment classes. They also take advantage of the school's after-school programming. It promotes social, emotional, physical, moral and cognitive development of children through creative, project-based learning. All of our after-school programs emphasize literacy and education, providing homework help, tutoring, and the opportunity to use reading and writing as tools for exploration. In addition, we offer a range of enriching experiences, including music, dance, drama, visual arts, sports and recreation, and community service. All after-school services are provided free of charge to participants, and the multicultural staff speak English and Spanish. ELLs also have access to our guidance counselor when necessary and are invited to participate in student council.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
When possible, the TMALS makes use of SMART boards, interactive and visually interesting language videos, tutorials, software and games. We offer bilingual glossaries for content areas, as well as native language rich texts. There is a library of books on tape to which the ELLs have access. ELLs are also provided with leveled libraries so that students can read appropriate texts for their ability. All classrooms have computers, which are made accessible to the ELLs for further support. We also use a wide variety of graphic organizers and vocabulary lists for ELLs to support them in content-based instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The only program offered at the TMALS is ENL. While instruction is conducted mainly in English, we are fortunate enough to be able to give support in Spanish, since our ENL teacher, paraprofessionals, several classroom teachers and staff are bilingual in Spanish and English, and are available to assist when necessary. Although the TMALS offers ENL, this program model is enriched through the offering of ENL Espanol, taught by a certified Spanish teacher. Other native languages are supported through the use of parents and students who provide translations, or through the Translation and Interpretation Unit of the DOE. Native language is also supported by providing texts in the student's first language and providing access to the internet for translations. ELLs also have access to bilingual glossaries, dictionaries and a variety of books in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
A child's age and academic level are both considered when determining the support and resources used. We know it is highly important to use materials that are age-appropriate. We have often used texts written to be high-interest, low-readability when necessary to ensure that instructional needs are being met while respecting the child's chronological age.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Our ELLs are not officially identified until the school year begins. However, in the first weeks of school, we attempt to foster relationships between families of ELLs. This often begins at the orientation meetings when families make their program

choice. Many of our classroom parents often plan potluck school get togethers, which is an excellent way to welcome new families to our school community.

19. What language electives are offered to ELLs?

There are no language electives offered to any of the TMALS students; in the event there were, they would also be offered to the ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N.A.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers of ELLs will complete at least 7.5 hours of training on best practices in working with ELLs. Teachers of current ELLs will attend a series of workshops (possibly QTEL—Quality Teaching of English Language Learners) in order to increase awareness of teaching strategies specific to ELLs. Professional development for staff who work with ELLs include TC workshops and PDs by the Children First Network. Professional development is greatly supported and encouraged by administration. Teachers are able to share what they have learned from attending various PD workshops so other teachers may implement some of those strategies into their own lesson planning.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In-house PD by the ESL Teacher will be provided that addresses the implications of the Common Core Learning Standards for English Language Learners. The ENL Teacher will provide bibliographic resources to the rest of the faculty that includes, "Understanding Language: Key Principles for ELL Instruction," found on the Stanford University website. (<http://ell.stanford.edu/policy>) Also, "Application of Common Core State Standards for English Language Learners," (<http://www.corestandards.org/assets/application-for-english-learners.pdf>). The PD opportunities publicized in OELL News by the NYC DOE will also be made available. The Finish Line curricula published by Continental Press are now pegged to the Common Core, and include materials specifically geared to the needs of English Language Learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As ELLs prepare for middle school, guidance is provided for their families to ensure they enter a school that offers strong ELL support. The parent coordinator personally keeps abreast of schools that offer strong ELL programs. He, or bilingual parent leaders, also accompany families on school visits. The guidance counselor, the ENL and classroom teachers also provide guidance to students based on their extensive knowledge of middle school ELL programs in New York City.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers of ELLs will complete at least 7.5 hours of training on ELL best practices by incorporating our ELL network specialist in discussions and workshops. Teachers also participate in TC, QTEL and OELL workshops. Our focus continues to be the development of academic language, using the text, *Building Academic Language* by Jeff Zwiers, as a reference. Training for all staff is accomplished by sharing resources, materials, and insights from professional development workshops in which ENL teachers participate. Parts of school professional development days are used as an opportunity for educators and staff to share teaching practices and insights. Records are maintained by having sign-in sheets for all PD's.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL Teachers make themselves available for regular ELL parent meetings every time that parent teacher meetings are on the school-wide calendar. They are in touch with parents by phone, email and personal contact at the beginning and ending of each school day that they are in session. Often when classroom teachers schedule conferences with parents, the ENL teacher is also invited to participate. Our school is a community based school, in that ENL teachers interact with ELL parents in their home environment, such as frequenting the local businesses that these parents often run. They get to know the families of the students and provide instructional insights to parents on a regular basis.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The records are kept in the way of meeting notes and summaries, and placed in the ENL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The TMALS parents are highly involved in all aspects of the school's life. They visit classes to observe or volunteer. They serve on committees that take action, consider policy and get things done. Parents of ELLs are equally welcome and are offered support based on their native language. They will be involved in the school's multicultural fair in the spring, which will include great food from around the world.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We work with service providers and case managers from CBOs in some cases, and are available for consultation and referral services. Mr. Craig Frierson, our parent coordinator, provides guidance and helps connect parents to services in the neighborhood and to our school social worker. There are a variety of programs that all parents, including parents of ELLs can participate in such as Parents as Learning Partners which educate parents on the core curriculum.

The school communicates regularly with parents through corresponding with teachers through homework packets, letters, conferences, emails, phone calls and in-person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children in the English language learning process. The ENL teacher will hold a number of workshops throughout the year that will focus on specific activities and strategies that parents of ELLs may implement at home. Some examples of these workshops include, Using the Internet to Support Your Child's English Skills, and Helping your Child with Reading. Parents also participate in school committees such as PTA, SLT, fundraising, library committee, art shows and fairs. Translations are always provided for any workshop held at the school. Spanish translations are readily provided by a large number of bilingual staff. Other languages such as Arabic are provided by other parents or community members, when available, or by the DOE translation services.

5. How do you evaluate the needs of the parents?

Our school meets the needs of parents through multiple pathways. The primary path is through our parent coordinator, Craig Frierson, who keeps an open dialogue with all families. In addition, parents' needs are surveyed during registration, and through PTA feedback and workshops hosted by the parent coordinator. At the end of each ENL parent workshop, parents are encouraged to voice any questions, comments or concerns they may have.

6. How do your parental involvement activities address the needs of the parents?

TMALS prides itself on strong parental involvement. Parents are an integral part of each classroom. Their needs and concerns are met by working closely with teachers, who provide a curriculum night and invite families in for celebrations of student work. Parents also meet frequently with teachers to discuss their child's social and academic progress. Parents are involved in our community committees.

### D. Additional Information

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

## **Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Brooks DeCosta	Principal		10/1/15
Kimberly Crawford	Assistant Principal		10/1/15
Craig Frierson	Parent Coordinator		10/1/15
Constance Benson	ENL/Bilingual Teacher		10/1/15
	Parent		10/1/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Patricia Butts	School Counselor		10/1/15
Gale Reeves	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 05M318      School Name: Thurgood Marshall Academy**  
**Superintendent: M**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 informed accordingly.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred language is Spanish and English / (we have two Arabic speaking families but the parents have requested to share information verbally in English. )

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

ELT Application- September 15, 2015  
Parent Handbook- November 1, 2015  
PTA Information-Ongoing

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Engagement Night- September 17, 2015  
PTA Meetings (Monthly)  
Parent Open House Events (Monthly)  
Parent Teacher Conference- November 5, 2015  
Parent Teacher Conference- March 2015  
Assessment Meeting (January 2016)  
Family Field Day  
Parent Workshops  
Art Workshops for families October, January and April

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 staff or community. If we need to provide translation services that are unavailable within our school we will use a Department of Education Board approved translation provider 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 alternate languages. We would also use the DOE translation services provided over the phone at 718-752-7373.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Based on our school-wide orientations and open-house events we have found some 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 language 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 4 students who speak Arabic but their families prefer to communicate in english. No translation services have been needed for this family.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will update staff on a continual basis about all needs regarding students and translation services during our PD sessions, school email and communication board.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 supportive families that can help share information and details about various NYCDOE events and school happenings. Notes were sent home and shared updates are given to families electronically as well.

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.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey  
Monthly PTA Meeting reporting  
Informal conversations witj families.