

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M670

School Name:

THURGOOD MARSHALL ACADEMY FOR LEARNING AND SOCIAL CHANGE

Principal:

SEAN DAVENPORT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Thurgood Marshall Academy for Learning and Social Change 05M670
School Name: _____ School Number (DBN): _____
6-12
Grades Served: _____
200-214 West 135th Street
School Address: _____
212-283-8055 212-690-2918
Phone Number: _____ Fax: _____
Lynda McDougald Email Address: lmcdougald@schools.nyc.gov
School Contact Person: _____
Sean Davenport
Principal: _____
Angela Young
UFT Chapter Leader: _____
Yvette Marquez
Parents' Association President: _____
Angela Young/Nia Modeste
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Jamellah Cadell
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor NY, NY 10001
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

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)
Sean Davenport	*Principal or Designee	
Angela Young	*UFT Chapter Leader or Designee	
Yvette Marquez	*PA/PTA President or Designated Co-President	
Marie Easton	DC 37 Representative (staff), if applicable	
Jamellah Cadell	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>	
	CBO Representative, if applicable	
Roachelle Sanders	Member/ Parent	
Della Saunders	Member/ Parent	
Mary Atkins-Hen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
Candace Hatfield	Member/UFT	
Nia Modeste	Member/UFT	
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Thurgood Marshall Academy is an academically rigorous environment where college and career readiness drive instruction and practices. Every student will embrace their global responsibility, have a vision for their future, a plan for realizing that vision, and the knowledge, skills and experiences for setting it in motion. At TMA we believe that students learn best when they are provided with opportunities to work cooperatively, allowed time to probe, and are given space to digest and analyze material. We define rigor as cognitively demanding, daily learning experiences in which students are required to push themselves and each other. Rigorous instruction involves tasks that are thought provoking. In an academically rigorous environment the learner is expected to explore, identify patterns, consider varying viewpoints, make connections, evaluate outcomes, speculate, problem solve, create, think critically, reflect and develop a deep understanding of concepts that can be applied in the real world. We believe that in order for our students to meet the requirements of the Common Core Learning Standards and to continue progress toward rigorous learning and effective performance, our instructional core must encompass the following components:

- interdisciplinary and cross curriculum tasks
- implementation of the same concepts, skills, strategies and academic vocabulary across disciplines
- reiteration of challenging concepts
- organizational and study skills
- student-centered class experiences
- clearly defined expectations, guidelines and rubrics
- time to reflect and self-assess
- time for close reading of challenging literature and informational texts
- opportunities to self-select texts and read independently
- multiple modes of assessment and learning checks
- multiple access points and varied opportunities to demonstrate understanding
- required and optional scaffolds
- opportunities for small group instruction
- individualized intervention plans

The aforementioned conditions define "TMA's Essential Elements of Instruction." This shared understanding of effective instruction was developed over time. We begin everything with the CCLS and utilize the Danielson Framework to guide our planning and preparation decisions. Subject teams work to develop CCLS- aligned curriculum maps that incorporate

UDL and allow for multiple access points. We also utilize the revised Bloom's Taxonomy and Webb's Depth of Knowledge to plan lessons and develop tasks. As a school, we are better able to address the needs of our students through on-going reflections on our practices. Our reflections and understandings of those components, coupled with on-going review of student achievement data provides us with the foundation for planning, implementation and continuous adjustments of pedagogical approaches to meet the needs of our students.

One of TMA's greatest strengths is that we address the needs of the "whole child". TMA's culture is concentrated on insuring that students and families are invested members of the school community. We have cultivated true partnerships with our families and have become a second home to students, families and staff. We are often referred to as a "full service" institution. TMA's doors are open 6-7 days a week, from 7 am and as late as 9pm. We willingly open our state of the art space to community organizations that work with us to provide services to our children. Our open-door policy allows families structured access to the school and staff every day. TMA has cultivated strong partnerships with organizations that support us in developing the whole child. Our staff has devoted much of their time, establishing in-house organizations that provide supports to our children, emotionally and academically. The following are just a few of the many partnerships and programs:

- The Middle School Quality Initiative [MSQI] program is a research-based program that supports our work in helping to insure that all grade 6 students graduate middle school on or above grade level. MSQI is based on recommendations for the Carnegie Reading Next Report, which combines research and well-crafted strategies in order to improve adolescent literacy. (1.3) MSQI is founded on Five Core Pillars:
- Reading Screening and Monitoring- we utilize the Degrees of Reading Proper (DRP) to assess students and provide benchmark data that identifies struggling readers and informs next steps. Secondary diagnostics are implemented to identify struggling readers' specific challenges. A data monitoring system tracks student progress.
- Literacy Across the content Area- Students develop a range of comprehension strategies, build vocabulary, build stamina and develop writing across the content areas.
- Strategic Reading Period- Students participate in customized small-group individualized instruction that serves as intervention and acceleration for students.
- Teacher Teams- MSQI teams meet to analyze student work, monitor student progress, share best practices, plan and revise instruction and assess impact of the program progress. The MSQI team meets 3-4 times weekly to discuss student outcomes, plan instruction, review and to revise goals. To date, this work has informed grade 6 student groupings, classroom instruction, student tutoring groups, and ELT offerings.
- Professional Development- PD is tiered and targeted to the specific needs of our school
- PD focuses on strategic scheduling, tutoring, screening and monitoring of student progress. In order to capitalize on the learning of the MSQI program the MSQI team turn-keys all relevant PD learnings to the entire middle school team.
- Because the MSQI program encompasses research-based best practices, we are capitalizing on MSQI resources by implementing much of that same work in grades 7-9. (1.3) This work includes:
- Word Generation- a research-based vocabulary program that is designed to teach weekly academic vocabulary words across disciplines.
- Strategic Reading periods- Grades 7 and 8 students engage in independent reading time 3-4 times weekly in one of the major core subjects or during after school.
- Intervention structures for struggling readers- Struggling readers (as identified by the DRP and teacher data) participate in Wilsons Just Words, a highly explicit decoding and spelling program.
- Our Expanded Learning Time (ELT) program has been revamped to better align to better support student achievement and to insure that the school day from 8:30 am to 5:50 pm is seamless. An additional day has been added to the program. Students attend Saturday Academy to participate in small group intervention activities in Math and ELA.

- Street Squash- a comprehensive youth enrichment program that combines academic tutoring, squash instruction, community service, college preparation, leadership development, and mentoring for public school students. Squash students spend summers completing
- Young Eisner Scholars- (YES Program) works with us to identify highly capable/intellectually promising students from underserved communities and provides them with tutoring in language skills development and leadership training. Students participate in Saturday Academy at Columbia University, summer institute at the top boarding schools in and outside of the U.S.
- The Broadway Juniors Program- The Shubert Foundation has partnered with the Department of Education in order to provide students with authentic learning experiences in the arts. The Broadway Juniors Program members are working with TMA staff to support students in exhibiting higher self-esteem, build collaborative and social skills and develop better cognitive skills through the arts.
- HEAF- TMA has partnered with the Harlem Educational Activities Fund (HEAF) to identify students that have demonstrated commitment to learning and to support those students in developing intellectual and social skills, prepare for college and provide students with on-going support during and after college.
- Brotherhood/Sister Sol- A Harlem based, comprehensive and holistic youth development organization that provides long-term support services to Black and Latino youth who range in age from six to twenty-two. The Brotherhood/Sister Sol focuses on issues such as leadership development and educational achievement, bias reduction, sexual responsibility, sexism and misogyny, political education and social justice, Pan African and Latino history, and global awareness.
- Expanded Success Initiative- ESI is a key part of New York City's Young Men's Initiative and is a partnership among the Department of Education, The Fund for Public Schools (FPS), Mayor Michael Bloomberg, and the Open Society Foundations. ESI sets a higher bar for the long-term educational outcomes of New York's Black and Latino male students, namely by ensuring they graduate from high school prepared for success in college or a career pathway.
- Brothers on a New Direction- BOND provides personal and academic support to male students. The BOND program has three components: academic intervention, social-emotional intervention and enrichment activities such as field trips, retreats, literacy circles and community service initiatives. The unique elements of BOND are that the BOND mentors are all men of color, BOND alumni return to participate in mentorship programs and celebrations. One key component of BOND is that the mentors are educators that work at TMA. Because the mentors have a relationship and rapport with colleagues, this allows for immediate academic and behavior interventions. BOND mentors are consistently available to parents, daily on weekends and during holidays.

The TMA School-based Health Center- Thurgood Marshall has partnered with Columbia Presbyterian to offer a full service clinic that includes medical providers (physician assistant, psychologist, social worker, health educators, as well as dentists and hygienists). The School-based health Center offers a broad range of services; vision and hearing tests, immunizations, complete physical exams, chronic disease management (i.e.: asthma, diabetes), minor and major illnesses, lab work, mental health services, health education and dental referrals. Our students take full advantage of our clinic, as evidenced by the 60-75 weekly visits logged by the clinic.

05M670 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	566	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	9	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	70.7%	% Attendance Rate	93.9%	
% Free Lunch	72.7%	% Reduced Lunch	4.2%	
% Limited English Proficient	1.8%	% Students with Disabilities	14.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	77.6%	
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander	0.3%	
% White	0.2%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	5.0%	% Teaching Out of Certification (2013-14)	17.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	7.76	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.6%	Mathematics Performance at levels 3 & 4	24.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	41.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.3%	Mathematics Performance at levels 3 & 4	57.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.8%	% of 2nd year students who earned 10+ credits	50.6%	
% of 3rd year students who earned 10+ credits	84.8%	4 Year Graduation Rate	83.8%	
6 Year Graduation Rate	94.7%			
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				
Accountability Status – Elementary and Middle Schools				
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	NO	
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	NO			
Accountability Status – High Schools				
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 Graduation Rate (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			

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.

In 2014-2015 29% of our students graduated College and Career Ready by the standards set in place by the City University of New York in. The school will offer and support students in more rigorous English and Math courses to better prepare them for college and career success.

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.

By June of 2016 the school will work to achieve a 15% increase for students meeting state standards in ELA and Math as measured by New York State Assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our grade teams will meet twice a month to monitor students' academic progress through Pupil Path to inform them on student trends to determine if the students are getting the supports they need to stay on target. The benchmark will be at the end of each</p>	<p>All students in grades 6-8</p>	<p>Sept. 2015-June 2016</p>	<p>Instructional team, department team, and the data team.</p>

marking period by assessing the student pass-failure report and informal and formal assessments			
The school has programmed students to receive a study skills period twice a week to support them with any academic needs. Most study skill periods are supervised by a Special Education teacher who can support the students who may need additional services or academic intervention.	All Students	Sept. 2015- June 2016	Administration, Guidance Counselor, school programmer
Grade teams will utilize their allotted time for parent engagement to reach out to parents about their child's progress and to update their online grading tools to provide parents with accurate academic information.	All students	Sept. 2015- June 2016	Parent Coordinator, grade teams, Guidance Counselor

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.											
Funding to support DataCation, instructional and grade team meeting and funds for our school wide messenger service.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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 of 2016 the school will work to achieve a 5% increase on NYC performance task.
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.

TMA teachers and administrators work daily to provide students with a safe and supportive environment, by encouraging collaboration through student-centered lessons and activities. We have a plethora of supports in place to address students’ social and emotional needs and to build culture.

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, the school will increase the percentage of students in our lowest third meeting state standards by 10%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In order to support this initiative the school will provide professional development opportunities and resources for General Education Teachers for working with students with disabilities and struggling learners.</p>	<p>All teachers and support staff</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Guidance Counselors, Teachers, Parent Coordinator</p>
<p>The school will focus professional development on interactive tools to monitor student progress as well as supporting parents who do not speak English by providing translation services.</p>	<p>All Staff and Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Guidance Counselors, Parent Coordinator, PTA, Administration</p>
<p>The school will continue to foster relationships with outside organizations like, Harlem Children's Zone and Street Squash.</p>	<p>Parents and Community Based Organizations</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator, Administration and Community Based Organizations</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Per Session for teachers for after school and prep programs</p>											
<p>Part 4b. 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 st Century Grant		SIG/SIF	X	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 will see a 5% increase based on New York State Performance Task Assessments.

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.

According to our last Quality Review, the school needs to increase consistency of teaching practices across grades and subjects so that lessons reflect the school's beliefs about learning to include questions and discussions that require students to engage in higher order thinking.

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.

By June 2016 100% of our teaching staff will engage in collaborative inquiry to improve best practices and student progress as measured by each department establishing a department inquiry team.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will receive Targeted Professional Development focused on best practices for student engagement and student learning and teacher teams. Professional Development will focus on <u>Enhancing Professional Practice</u> by Charlotte Danielson.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Administration/ Instructional team leaders</p>

The school will provide professional development in conjunction with our Special Education Department to support best practices and strategies for working with students with disabilities and English Language Learners in a Co-Teaching model.	All Staff and students with a focus on struggling learners.	July 2015- June 2016	Administration Grade Team Leaders, Teachers, Special Education Chair, Instructional Coordinators
The school will increase their efforts to improve Teacher participation with the Parent Teacher Association as well as providing timely updates to the online grading system. The school will implement Positive Tuesdays to inform parents of good things happening with their child.	Staff and Parents	September 2015-June 2016	Administration, Parent Coordinator, School Leadership Team

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.											
Per- Session for additional time for teachers to meet with parents after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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 January of 2016 75% of the teaching staff will have participated in the school inquiry process.
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 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.

The school developed an honors academy for middle and high school in order to provide high-achieving students with rigorous learning experiences. As a result, middle school students participated in accelerated math, social studies and science courses. During the 2014-2015 school year approximately 20 students were administered at least 2-5 Regents exams. The implementation of the Instructional Team has resulted in evidenced distributive leadership practice across the school. Teachers meet twice weekly to analyze student work and collaborate on student achievement-based instructional decisions.

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 the principal and the administration team will have successfully implemented professional learning communities focusing on college readiness to increase the percentage of students who are college ready as identified by a score of 70% on the Common Core Algebra and a 75% on the Common Core English Regents Exams by 15%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The principal and the administration team will create an assessment calendar and provide time for teachers after school for scoring assessments to timely and informed feedback to students.</p>	<p>All teachers</p>	<p>October 2015– May 2016</p>	<p>Administration</p>
<p>The administration team will lead 2 book clubs focusing on the books: <u>Rigor Is Not a Four Letter Word</u> and <u>Making Thinking Visible</u> to support all learners.</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration and Instructional Team</p>
<p>The principal and the assistant principals will lead four parent workshops focused on student achievement and college readiness.</p>	<p>Parents and students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Administration, Parent Coordinator, Instructional Team</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Funding will be needed to purchase the books and occasional lunch for the lunch and learn book meetings.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016 75% of the teaching staff will be fully involved in a professional community and one book will be completed and discussed for student improvement.</p>
<p>Part 5b. In February 2016, 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 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.

89% of parents are satisfied with the education that their child received, according to the school quality guide.

88% of our teachers would recommend this school to parents.

84% of our students feel safe.

We have developed over 20 community partnerships that have been sustained over the past 4 or more years.

The number of families that complete the school survey is only 29%

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 April 2016 we will increase percentage of parents completing The School Environment Survey by 15%.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research indicates that parent participation is vital for student success in school. The school will actively send out information to encourage parents to participate in the survey as well as participating in curriculum nights and open houses at the school.	All Staff, students and parents.	Sept. 2015- April 2016	Parent Coordinator, Administration, PTA
The school will distribute the survey earlier and have a survey night where parents can ask questions as it relates to their child's learning.	Parents and students	October 2015-April 2015	Parent Coordinator and School Leadership Team
The school will provide researched based articles for parents in addition to sponsoring parent activities to build stronger family and community ties.		Sept. 2015- June 2016	Parent Coordinator, PTA Staff and Administration.

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.											
PTA Funding, Parent Coordinator, PTA Executive Team.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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 the school will have an 8% increase of surveys returned.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. Students who failed the marking period at least once. Students who scored a level 1 or 2 on the English common core exam	Harvard Education Associates who provide small group tutoring during after school programs and the What I Need (WIN) periods scheduled in the middle school	Teacher created materials	After school, lunch periods
Mathematics	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. Students who failed the marking period at least once. Students who scored a level 1 or 2 on the Math common core exam	Kahn Academy online program	Laptop computers and Ipads.	After school, lunch periods, study skill periods and WIN periods.
Science	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third	Expanded Learning Time program	Teacher created materials	After school

	scholars. Students who failed the marking period at least once. Students who scored a level 1 or 2 on the grade common core exam and students who failed the regents.			
Social Studies	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. Students who failed the marking period at least once. Students who failed the regents	Expanded Learning Time program	Teacher created materials	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance team targets students based on marking period grades and credit accumulation (semesters).	Harvard Education Associates and Expanded Learning Time.	Book clubs and teacher created material	After school, lunch periods

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>We recruit many teachers based on referrals from current staff. We believe that current staff understands the mission/vision of our school and know the type of candidates that will best meet our needs. Additionally we use external recommendations such as, our Community Based Organization, New Visions for Public Schools and partner schools. Once teachers are identified as possible hires, they are interviewed by the following in this order: department teams, assistant principal, and principal. Candidates must conduct a demo lesson and are asked to spend a day at our school. Assignments are made based on vacancies available and are based on qualifications, referrals, and the interview process. The candidates are matched to the vacancy. Once hired, they participate in new teacher professional development, facilitated by Administration and the department chair. All new teachers are assigned a mentor who has worked at TMA for at least 3 years and will participate in a goal setting process which will include quarterly check-ins.</p>

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).
<p>All staff are required to attend professional development with the school and outside workshops. PD's include topics focused on curriculum mapping, questioning, and lesson planning.</p>

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.).

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	312,500	x	Section 5c, 5D
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,327,651	x	Section 5 Part A, B, C

¹Explanation/Background:

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

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

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

- 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.

²The **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 (PIP)

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 for Learning and Social Change**, 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 for Learning and Social Change** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 05	Borough Manhattan	School Number 670
School Name Thurgood Marshall Academy		

B. Language Allocation Policy Team Composition

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

Principal Mr. Sean Davenport	Assistant Principal Mrs. Marcella Carr-Gay
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Katherine McDowell	School Counselor Mrs. Tamelia James
Teacher/Subject Area Mr. Lafarren Washington/ELA	Parent
Teacher/Subject Area Ms. Yolanda Tomlin/SS	Parent Coordinator Mrs. Lynda McDougald
Related-Service Provider Ms. Evelyn Gleason	Borough Field Support Center Staff Member type here
Superintendent Ms. Gale Reeves	Other (Name and Title) Mrs. Gena Fludd Pupil Accountin

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	1	Number of certified bilingual teachers <u>not</u> 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 <u>not</u> 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)	555	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	6

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	
TBE										0
DL										0
ENL	4		0	4		1	6		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							2		2		2	2	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1	1				0
Haitian														0
French									1	1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							0			2				0
Emerging (Low Intermediate)											1	1		0
Transitioning (High Intermediate)							1		3			1		0
Expanding (Advanced)							1		1		1	1	1	0
Commanding (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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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	1		1	
Integrated Algebra/CC Algebra	5		5	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	6		4	
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	5		3	
Geography				
US History and Government	1			
LOTE			1	
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.

In assessing the early literacy skills of our ELLs we use data from tools such as LAB R, teacher designed formative and/or summative assessment, and running records. From this data, we notice that about 50% of the ELLs, especially the Arabic speakers, has low literacy and phonetic skills; about 14%, especially the French speakers, has challenges with pronunciation and comprehension; and about 28% needed to work on phonetic skills. The data is shared with other core subject teachers of the ELLs and it is used common planning with these teachers, especially the ELA teachers.

2.The school uses a variety of assessment tools to assess early literacy skills. Periodic benchmark exams are administered to determine student reading levels, progress and areas of needed improvement. We also use teacher generated formative and summative assessments as well as state standard assessments.

Additionally, students attend small group instruction where reading instruction and specific strategies are worked on every week. These strategies are then taught in a whole group classroom setting. This data provides a lot of insight into ELL data because it informs how quickly and how much each student progresses in reading. The students are also assessed on their writing, listening and speaking ability in the classroom and this is done over individual conferencing with students and logged into their journals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across proficiency levels and grades reveal that 11% of our ELLs is at NYSESLAT beginner proficient level, 31% at intermediate and 58% at advance level. The area of opportunity for our ELLs is reading and writing. Most of the students in this NYSESLAT modality are at intermediate (49%) and advance (38%) levels and 3% reaching proficiency. The 2 ELLs at EN level are new to TMA. Of these categories, 43% is in high school. Most of our ELLs were LAB-R tested at their previous NYC public school. The data patterns reveals that across proficiency levels students who are categorized as long term ELLs are not making as much progress as students who are beginning or intermediate ELLs or those who have received services for 6 or less years. Additionally, we need to focus on speaking and writing according to NYSESLAT and NYSITELL data.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the AMAO to check student progress and growth. Adjustments to programming are made accordingly.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

While particular attention needs to be paid to the ELLs at the beginner level, the need to move the other ELLs to proficiency level has impacted our instructional decisions. Patterns across NYSESLAT modalities will affect instructional decision by allowing data to be gathered and categorized across proficiency levels for each child so that instruction can be differentiated for students according to their needs. Analyzing patterns helps further break up students according to high, middle, and lower proficiency skills within a particular level. Such data helps students when paired with partners or group configurations so that both students and teachers can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning types and to support varying levels of English competencies in a heterogeneous classroom, patterns cards also help reflect modalities that may need extra instruction for further student progress.

5. 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](#).]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
The child's second language development is considered in instructional decisions through the use of all resources legally available to the student, thesauri translation and extended time in test. Although the EPs are scheduled for regular subject areas that are taught in English, the teachers differentiate the instruction and assessment to accommodate the newly proficeinet students. Grouping and peer work is another way the teachers reache their goals with their EPs.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 - a) Student results as analyzed by the ESL teacher suggest that most of our ELLs are doing well in areas that involve listening, speaking and calculation skills. This pattern is consistent across proficiency and grade levels. Thus far, our ELLs are faring well in test taken in English in their areas of strength.
 - b) Our school leaders and teachers are using the results of the ELL assessments to identify areas of opportunities and design a cycle of intervention for improvement; which include the identification of the areas of opportunities, design and administration of possible intervention, assessment and evaluation of the effective of the intervention, etc.
 - c) We are learning from our assessments that our ELLs need to improve on their reading and writing. These are the areas that need improvement for them to make more gains in the content areas that require extensive reading and writing. Thus, we are focusing on improving the critical reading and thoughtful writing skills of our ELLs. The fact that the ESL teacher is proficient in many of the language groups of our ELLs has helped in how the native language is used to improve their understanding in content areas. We evaluate our ELL program every year and solicit feedback from parents, students, teachers and administration. We overlapped some instruction with teachers so they are teaching similar students. We use this information to see how studnets are progressing and which instructional strategies are more effective than others. Every summer, we examine how our students performed on the NYSESLAT exam and compare it to other New York State tests such as English Language Arts, Mathematics, Science and Social Studies to see areas we need to focus on for the following year. We also evaluate the instructional tools we have in the classroom and see if additional materials need to be purchased to enhance instruction. We also see if the current model is working or if we need to adjust and this year we decided to have more pull-out time for students since the push-in model was not as effective as we anticipated it to be.

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.

a. TMA services grades 6-12 and most of its ELLs were already identified as such by their previous school. If the student being considered for admission is not new to the NYC public school, particular attention is paid to the HOME LANGUAGE code on the ATS "BIOD" file. For this student, the home language code is already on the BIOD. If the student is already identified as an English Language Learner (ELL), the student is continued to be served as per the last NYSESLAT result. If possible, the licensed teacher will ask for a copy of the Home Language Identification Survey (HLIS) to be faxed while waiting for the record to arrive from the last NYC public school and other school(s) attended by the student. - If this student is new to the NYC public school, the HLIS must be administered by the licensed ESL Pedagogue (EP). The "school use" portion, except program placement, of the form must be completed/signed by the EP. - If the only language indicated is English, the student is not an ELL; - If a language other than English is indicated, an informal oral interview in English and, if possible, in the native language is conducted by the admission counselor. Then, the counselor arranges for the formal initial assessment which includes the ESL coordinator administering the LAB-R test to the student while the family is completing the admission packet. (LAB-R must be administered within 10 days of the date of admission in ATS). The test will be scored first in-house manually to determine the student's eligibility or non-eligibility for ELL services. - If the student passes (proficient) the LAB-R, the student is not considered an ELL; - If the student failed the LAB-R and the Home language is Spanish, the student is administered the Spanish LAB-R and manually scored. The data from the English LAB-R is still used for service placement. - Data from the manual scoring must be recorded, e.g. on excel, to show the student's score for each component of the test. - Both English and Spanish LAB-Rs scan are sent for scanning as scheduled.

b. The person(s) responsible for conducting the initial screening and administering the HLIS is the ESL teacher. The formal initial screening and the administration of the LAB-R (if necessary) is done by the ESL Teacher/ELL Coordinator.

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).

Thurgood Marshall appropriately plans for SIFE students as need arises. The oral interview in the home language of the newly arrived is administered and the school decides whether a student is a SIFE or not. The ENL program employs a modified Literacy Curriculum. Teachers also employ Smartboard technology to examine and analyze written text to support ELLs in their general education classes and to support struggling readers and writers. TMA uses a school-wide focus on differentiation of instruction; Teacher generated assessments, Acuity assessments, NYSESLAT, ATS, reports.

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).

The special needs coordinator in collaboration with the ELLs team formulates instructional needs as mandated by the IEP.

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 ELLs coordinator archives the original copy in student cumulative file and a copy is mailed and backpacked home in the parents preferred language.

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 and students 18 years and older are informed of their right to appeal any decision about ELL status. Letters are mailed and packed home in the parents' preferred language while another copy is kept in student's cumulative record by the PA..

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.

parents of prospective ENL are shown a video describing the 3 options that are available to them.

Once the student is classified as an ESL student, the licensed Guidance Counselor and/or ESL Teacher explains to parent their 3 options that are available to them which are : Transitional Bilingual Education, Dual Language and Free Standing ENL. This explanation is supported by the parent orientation video available in the parent's language. At the meeting parents are informed that the TBE is the default program if parent does not select a program. School will inform parents, via phone call, emails and the post office when a previously chosen program becomes available in the parents' preferred language.

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.

We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). Once the LAB-R is completed and the student is determined an ELL through the LAB-R score, the family will be given an orientation. During the orientation, the ELL pedagogue will introduce program options from which the parent/guardian can choose. In addition, the family must watch the Parent ELL Orientation video while being attended to by a pedagogue. Once the video is viewed, the parent/guardian will complete the "Parent Survey and Program Selection Form"; i.e. Transitional bilingual, Dual Language, or Freestanding English as a Second Language (ESL). Also, an overview of the three program choices was presented to parents during the new students' orientation in June; during open houses in the months of October through

March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. When available, parent brochures are disseminated in the native language to enrich an understanding of each available program. Other approaches to informing parents include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents. If we have parents that have previously chosen a TBE/DL program, we will use the above described mechanisms to inform these parents when the previously chosen program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parents are encouraged to complete all required forms at registration to avoid a low rate of return. The PA along with the Parent Coordinator are responsible for the survey.
9. Describe how your school ensures that placement parent notification letters are distributed. One copy is mailed to parents by the PA and one copy is backpacked with students in the parents preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Documentation is maintained in the students' cumulative file. The PA is responsible for keeping all records in the main 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.
The APO, ENL Teacher and Lead ELA Teacher administers and scores the NYSESLAT Exams to eligible students. Eligibility is determined by the RLAT. Exams are ordered through NYSED Portal. All parts to the exam are scheduled at the same time for all ELLs students according to grade level. Make up exams are allowed during testing window for absent students. We inform the parents when testing will be given so they can stress the importance of completing all components of examination.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The school maintains a checklist, refers to it during pupil personnel meetings and continues necessary communication with families.
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 Parents overwhelmingly choose Free Standing ESL. However, we inform the parents that we are ready to open a TBE or DL program once we have 10 students would speak the same language and are in the same grade in high school and 2 consecutive grades in middle school. Parent choices are monitored through the entitlement letters that are sent annually. All parents choose Free Standing ENL.
Thurgood Marshall Academy offers a free standing ENL program of instruction. If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the guidance counselor will assist the guardian(s) in finding a program that best suits their student's needs and their preferences within the district. If more than 15 students' guardians/parents select an option that is not currently offered at Thurgood Marshall Academy, then the ESL Teacher will work with the Principal to create and develop the requested program immediately. Currently, all program models offered are aligned with parent requests.

Part 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.

The TMA has a free standing ESL. The school delivers standards-based instruction which utilizes a variety of strategies and classroom materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage, reading strategies, and writing skills. Teachers create opportunities for our ELLs to interact with peers in small heterogeneous groups to encourage peer to peer learning and small homogeneous groups led by an ENL certified teacher to rigorously develop English proficiency across all modalities.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Pursuant to the CR Part 154 mandates, ENL Emerging and Emerging students receive 360 minutes of instruction in their ELA and Writing classes each week. Transitioning and Expanding students receive 180 minutes per week. Spanish Native Language students receive Native Language instruction from a certified Spanish teacher for 45 minute long class periods and are taught a Spanish curriculum.
3. Describe how 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.

Students engage in project based learning that supports language development through the Social Studies curriculum. All ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are incorporated into each lesson to facilitate higher order thinking. Our ENL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all content areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read aloud foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs. ESL teachers aide his peers through differentiation practices that enable the Language learners to a better and quicker understanding of the concepts that are being taught. Modeling of activities and conferences are one of the ways the ESL teacher assists his colleagues.

In addition to the differentiated instruction delivered in the classroom, this year, Newcomers (students in US schools less than three years) participate in the Rosetta Stone in the Classroom interactive language immersion program to increase English fluency and comprehension. These students also participate in small group tutorials during 3after -school, four times weekly to develop reading and writing skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Instructional Team ensures in collaboration with administration and the Testing Coordinator that students are routinely evaluated in their home languages throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students take periodic assessments in all modalities each marking period. Teachers notice when changes occur in a students: raising a hand, giving one word answer, volunteering to go to board and mostly ending the "silent period."
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

Instruction is differentiated according to subgroup designation as per CR Part 154 mandates.

Thurgood Marshall appropriately plans for Sife students as need arises. Differentiation is a daily practice in the school's ESL classrooms. Lesson plans are crafted to assure differentiation at the level of product and process, product and content.

SIFE students are offered extra support through the after-school program. In addition, a smaller free standing ESL classes have been designed for SIFEs and ELLs with low NYSESLAT scores to provide these students with more one on one and small

group time with the instructor. TMA has found that these students respond best in such a small setting.

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

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

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

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.

Students will be programmed for mandated minutes per their designation, and, extra periods after-school will be available.

Teachers will also be notified of students' needs and instructed to review grades and evaluation accordingly.

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?

Should a student's IEP mandate bilingual instruction, the school attempts to place the student in a school where such a program is offered. Thurgood Marshall Academy has two classes of students in grades 6,-8; 4 in grades 9-12. Each class receives a double period of instruction in ELA and Social Studies and typically 1 period per day in Writing(or Study Skills. Where possible, each class is co-taught by the ESL Certified Teacher and a General Education Writing or SS Teacher for a minimum of 4, 90 minute classes per week. All this is done by the ESL teacher, a licensed pedagogue. The students are evaluated for age-appropriate material through Running Records and other teacher designed assessments.

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?

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

Chart

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)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

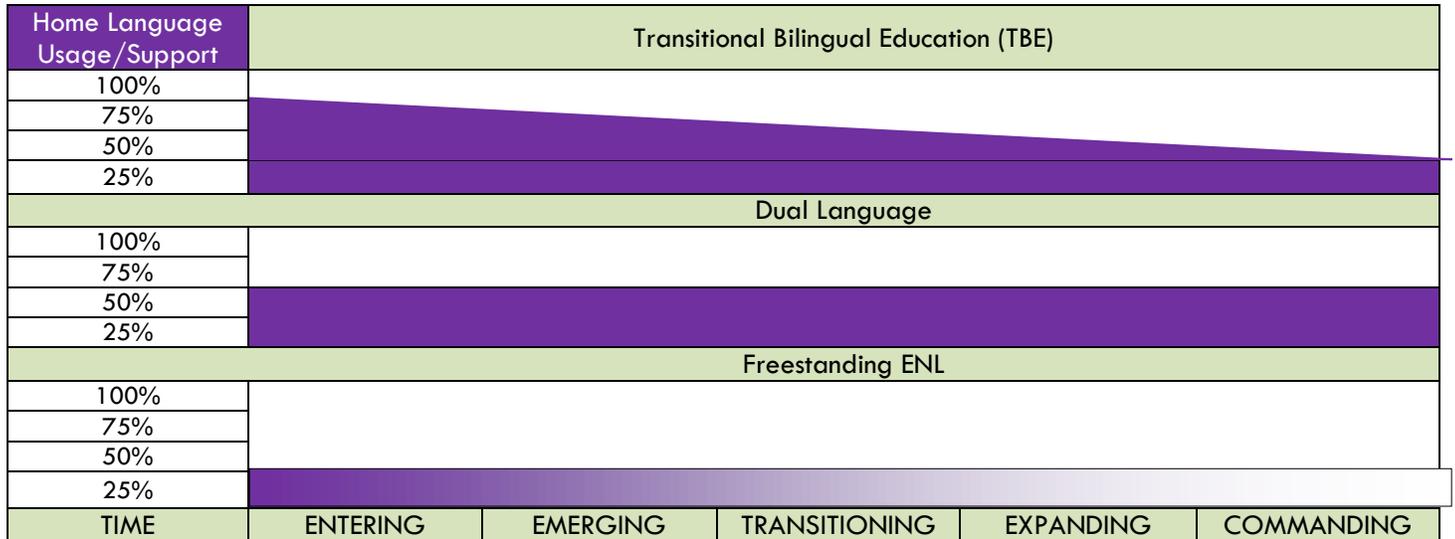


*Note “other approved services” does not apply to New York City at this time.

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 ELLs in the building are scheduled for the ELA, math and all the other core subjects where they get ample support from their teachers through effective grouping. The ESL teacher also use his class as an extension, when necessary of the other classes. he can tell at any given time what the students are learning in their core subject because of teacher collaboration.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises using ESL methodologies. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc. for math, social studies, and sciences. Content area teachers are encouraged to approach the ESL teacher, guidance counselors, and other supervisors with concerns for ELL student progress so that they can help support their content for ELLs. Teachers and ELLs are supported through ELL instructional techniques, individualized help with students, and are freely open to communicate with the ESL teacher. The ESL teacher also sends out email notices offering instructional tools such as links to bilingual glossaries or graphic organizers. Furthermore, the ESL curriculum cuts across content areas to support topics instructed in other content areas, and students are welcomed to discuss and seek help for projects, vocabulary, and lessons. Tutoring across content areas is also available throughout the year for students both within the school and through outside sources. Teachers are encouraged to track students' progress on state assessments and flag any concern. Teachers and parents can track students progress and communicate about grades, attendance, and curriculum through mail, electronic and otherwise. Furthermore, teachers are encouraged to share ideas that work in the classroom with ELLs to mutually support each other. This is done often through face-to-face meetings.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language
12. What new programs or improvements will be considered for the upcoming school year?
- We will intensively use data to better understand students' work, progress and plans for improvement. School wide teacher collaboration will be implemented this upcoming year
13. What programs/services for ELLs will be discontinued and why?
- We will continue the current programs/services for our ELLs. No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all our school programs. In addition to supplementary services, ELLs are afforded participation in all academic and extra-curricula extended day, weekend and holiday programs. Since we do not make distinction between our students when it comes take advantage of all available opportunities, all ELLs have access to all that is offered at the school. They have access to all school organizations, sports, tutoring, etc. and are encouraged to participate in events and activities that bolster the general English population's knowledge of multiculturalism, such as the various heritage celebrations. ELLs are involved in the dance and theatre performances.
- b. After school tutoring concentrates on both beginners who need tailored support across the modalities as well as as advanced students who want to discuss literature or receive Regents exam help. Such after school tutoring supplement students' core curriculum through graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to search for terms in the dictionary, vocabulary bookmarkers, games, etc). Also, after school tutoring helps ELLs with standardized exam preparations, especially with useful language strategies which can be brought to the test taking situation. Supplemental counseling is offered to ELLs through the guidance counselors.
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.
- A variety of instructional material is used in ESL classes and in the school (content areas and in the library) to help support ELL students. In the ESL classroom, a variety of reading materials, word-to-word, and English dictionary posters, text readers, and classical literature are staggered by levels and student interests. Classroom libraries are provided for students to peruse for independent and supported reading. Graphic organizers, charts, and anticipation guides are part of the usual routine and aid in differentiating instructions even within level. Film and visuals are used to support writing and reading, as well as to stir creative thinking and imagination. responsible internet use for research and study is encouraged and taught in class. In addition, documentary and historical websites such as PBS and History Channel are used to support text material and offer background videos or timelines. Furthermore, should a student have an IEP that calls for additional help in the classroom with a paraprofessional, then that student is supplied with such aid. The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)? If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of the English language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
While taking into account the ELLs' grade levels, required services support and resources correspond mostly to their proficiency levels. Currently, most ELLs travel together by age and grade cohort although proficiency levels must be factored into the equation. Classroom material and instructional support are age, grade, and level specific and are staggered for student ability and within the common ESL classroom. Furthermore, in class text books and reading libraries are labeled for student ease either for English proficiency levels or subject matter.
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).
Newly enrolled ELLs are mandated to participate in our incoming students Summer Academy. This orientation assist incoming students with their basic skills and plan for improvement.
19. What language electives are offered to ELLs?
TMA offers Spanish and French.
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)?

Paste response to question here:

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.)

11. All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards. Furthermore, professional development plan for all ELL personnel at our school will include ESL program framework, student identification process, data collection and analysis, and key to effective communication with ELLs. We will look at instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Academic Language Scaffolding (ACL), etc.
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?

As they engage in the Common Core Learning Standards in supporting ELLs, teachers of ELLs are offered professional development in methodologies and strategies that can be incorporated into the balance literacy program that will enhance the language acquisition of our ELLs. Collaborative approach where teachers focus on instructional approaches that articulate long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers. Demonstrations and modeling will be the focus of much of the instructional presentations. These include providing many nonverbal clues such as pictures, objects, gestures, and intonation cues. As competency develops, other strategies include building from language that is understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on testing accommodation and alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. These professional development activities will take place during some of our monthly faculty conferences and/or department meetings. Records are maintained by the various facilitators, supervisors, and ESL coordinator.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. In order to assist ELLs as they transition from elementary and/or middle to high school, the ELLs are introduced to our staff who are encouraged to take the time out to be a resource. Staff may consult with ESL teachers for clarification and assistance on how to assist the ELLs
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.

The 15% hours of ELL training for all staff (including non-ELL teachers) will include ESL methodologies and strategies, establishing active learning projects, using portfolios to assess performance, modifying assignments, providing opportunities for discussion, repeat, check for understanding, interactive word/phrase boards, engaging in teacher reflections, curriculum mapping. Administrators/supervisors, Teachers, paraprofessionals, guidance counselors, special education teachers, related services staff, secretaries, parent coordinators, etc. will learn/be exposed to how to use ESL methodologies and techniques in ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book. The training will be led by certified ESL teachers and/or specialists and all staff will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of core knowledge. he

Professional development workshops always include an ELL portion that is geared towards training ELL and non ELL teachers. Attendance is kept through the signing and attendance sheets. many of our teachers need the 175hours of professional development to keep their license validity and for that reason they also have them in their employee folders.

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?

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, parents are provided with meetings/workshops focusing on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Parent coordinator, guidance counselors, teachers and administrators/supervisors are frequently in touch with parents about academic involvement, students achievement and attendance. They encourage ELL parents in particular to contact them with questions or for further updates either at the school or at home. Parental contact involves updates on students concerns as well as acknowledgement of student progress. Parental concerns such as request for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either through their own accompanying interpreters or by a faculty/staff that is proficient in the language

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered by the DOE's Office of ELL. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Direct communication through counselor contact, teacher contact, and parent coordinator outreach help evaluate the needs of parents outside of the bi-annual parent-teacher conferences. Often times, ELLs will approach school officials themselves to request information about parent involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.
5. How do you evaluate the needs of the parents?

Parent involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment. Since parent involvement activities are generated and implemented by parents at our school, the level of parents participation could be considered as an indication that these activities address the needs of the parents. Paste response to questions here:

6. How do your parental involvement activities address the needs of the parents?
ELL parent tend to be shy and getting them can be bit challenging. However, because of the school's culture of respect for all the stake holders, the parents have been comfortable telling the school their needs. TMA is a firm believer in parents involvement and provides the ELLs parents with English course that helps them understand the need for their involvement.

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.

Paste response here:

Part VI: LAP Assurances

School Name: Thurgood Marshall Academy

School DBN: 05M670

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Sean Davenport	Principal		1/1/01
Ms. Marcella Carr	Assistant Principal		1/1/01
Ms. Lynda McDougald	Parent Coordinator		1/1/01
Mr. Papa Tall	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ms. Yolanda Tomlin	Teacher/Subject Area		1/1/01
Ms. Katherine McDowell	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Tamelia James	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M670 School Name: Thurgood Marshall Academy

Cluster: 05 Network: Affinity Group

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Approximately 80% of TMA's students are listed in ATS with English as their primary language. as their parents or guardians list English on the HLIS and Blue cards as the language that they read and write. The remaining 20% note Spanish, Arabic and other as primary languages. The school community is informed of the written translation and oral interpretation needs in staff, grade-team and cabinet meetings at the beginning of each school year and updated each marking period if necessary. Mail is always sent home in English and Spanish, other languages as requested by families. Additionally, a list of families that must receive translated documents is maintained in the main office, readily accesible to all staff members. Teachers and administrators are instructed to contact the translation unit in advance in order to send information in a timely manner if the language requested is not spoken by one of our staff members.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All DOE materials, information and reports that are required to be sent home are printed in the available languages directly from the intranet. School-generated correspondence is translated primarily by TMA staff members who speak foreign languages also. The school utilizes the translation/interpretation unit. For the other languages, when necessary, outside vendors are used. The school maintains a list of vendors.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Translated versions of the Parents Bill of Rights and Family Guide are posted in the Parent Coordinator's office, in the lobby, and are available for distribution. In September, the Parents Bill of Rights and Family Guide are sent home with students along with all pertinent new school-year paperwork. Posted in the lobby near the entrance, is signage informing parents of the availability of interpretation services. Translation & Interpretation funds are used to order key documents in translated languages.