



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School	Norman Thomas HS	School District	Community School District (CSD) 2
Date of Site Visit:	March 13, 2012	Team Member	Dr. Kathryn A. Ahern

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Grade Configuration: 10-12

Total Enrollment: 1130

Area of PLA identification: HS graduation

List all identified subgroups— All subgroups

School intervention model: Turnaround/Phase out— the principal was replaced, but 50% of the staff was not replaced as per model requirement. The principal's appointment effective date is July 1, 2009.

List the school's community-based organization (CBO) partners and major vendors

1. Children First Network (CFN) 610 – Transition Support Network	2. Harlem Center
3. Bellevue Clinic	4. Sports in Arts
5. New York University Metro Center	6. Teen Biz
7. Achieve 3000	8. PLATO
9. Castle Learning	10. Stern College (volunteer tutors for in-school suspension program)
11. Write to Learn	

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • The school administrative team is comprised of the principal and nine assistant principals (AP). Hereafter this group will be referred to as the school administrative team (or “the team”). • The principal was appointed July 1, 2009. • There are approximately 80 teachers employed at the school. • Six teachers teach English language arts (ELA). Nine teachers teach math. • There are 14 special education and three teachers work with English language learners (ELL).
Teacher Evaluation	<ul style="list-style-type: none"> • The principal and nine assistant principals have received New York City Department of Education (NYCDoE) training to implement the Teacher Effectiveness Model rubric for teacher observations. The low inference observation model provides a rubric based on the Danielson model. • The Children First Network 610 (CFN), also known as the Transition Support Network, has employed a consultant, or “academic coach,” to work with the school during the phase-out period. • The principal stated she conducts informal observations or walk-throughs daily and gives immediate verbal feedback to the teachers. • The school administrative team has made at least one extended informal visit to each teacher’s classroom. Teachers verified the written comments of the team have been returned in no more than 48 hours following the observation. • The evaluation is not linked to student performance for the 2011-2012 school year. • The principal indicated his goal is to observe informally 70 percent of the teachers on a monthly basis. An informal observation is about 20 minutes in length. • The school has created an online observation system that is accessible using iPads. This allows a written report to be immediately generated. • Teachers will receive one formal evaluation by the end of the year. A formal evaluation lasts one whole class period. To date, 60 observations had been conducted. • Both informal and formal observations require pre- and post-observations conversation between teacher and the observing administrator or administrators. Oral feedback is immediate. Written observations are distributed via e-mail. • The administrative team is conducting more informal observations than last year. With the new online system in place, frequent informal observations are generated much more efficiently. The premise is to give the teachers as much support in the classroom on an ongoing basis as possible. • District procedures are in place to retain and hire highly qualified teachers.

PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • The average daily attendance rate for students to date is 65 percent. • The school has identified 151 long-term absentees • Norman Thomas HS subdivided into three smaller learning communities, or academies. Each academy is run on a day-to-day basis by a “community associate.” • In addition, the school has an attendance improvement team composed of the assistant principal (AP) for pupil personnel services, all guidance counselors, the community associates, the attendance coordinator, the attendance teacher and a visiting principal. The committee meets weekly. • Attendance improvement strategies are developed by academy to meet the unique needs of the students enrolled in each. • The school reported that the intent in hiring one community associate (CA) per academy is to improve the attendance rate of that academy through a

	<p>personalized and monitored learning environment. The CA in each academy has celebrated perfect and most improved attendance in the form of posting pictures on academy bulletin boards in the lobby of the school.</p> <ul style="list-style-type: none"> • In addition, each academy has been given a budget proportional to the number of students to host pizza/popcorn/ breakfast parties and events/dances to award students for perfect and most improved attendance. • Most improved attendance is determined and tracked through the data run by the school attendance coordinator. The attendance coordinator creates a report. When a minimum of a 20 percent increase in the attendance rate from the month before is indicated, a celebratory event is planned for the students of that academy. • The school plans to organize an end-of-year attendance celebration with a trip to a sports related facility. • The attendance teacher visits the homes of students when the student accrues 10 or more absences. • Attendance improvement efforts are also coordinated by the school's guidance staff. • The AP for guidance, along with her guidance counselors calls the homes of students with poor attendance on a daily basis. Their efforts are coordinated with follow up by the attendance teacher, who conducts home visits. • In addition, The AP for guidance hosted a parent meeting right before open school night where the cabinet spoke to parents about attendance and academic matters. • Attendance outreach is also achieved by telephone calls made and letters sent to caregivers. Phone calls are made by subject teachers, guidance counselors and attendance staff. As part of maximizing the school's efforts, some staff members come in at 6:00a.m. and call the homes of students who were absent or late the day before. • The school is also working to improve the accuracy of attendance-taking procedures. The administrative team is working with staff on correct attendance recording in <i>SKEDULA</i> through ongoing professional development (PD) efforts. • The school is also working to perfect the system of reversals and cleaning up data in terms of students who have moved and/or are enrolled in other programs or schools. • The school is also following up with planning interviews and finding appropriate placement for over-aged and under-credited students at the Young Adult Borough Centers (YABC) for alternative education, alternative high schools, transfer schools and GED access programs. • The guidance department plans to host an alternative school fair later in the spring term. She is being assisted by a consultant and former Manhattan superintendent.
<p>Student Performance</p>	<ul style="list-style-type: none"> • In October, the school developed an "N cohort graduation initiative" for students who are in the fourth year of high school. By academy, the school created teams that included an AP, community associate and guidance counselor to identify students, who with appropriate intervention would be eligible to graduate by August 2012. These teams met individually with each student and created an action plan. Strategies employed included specifically registering students for "PM school" along with Saturday and/or Sunday credit recovery schools. • Students are monitored on a daily basis for attendance. Calls are made home if students are not attending the agreed upon session or sessions. During the December vacation, the school provided advanced courses, which culminated in a independent project under teacher supervision. • During winter Regents week, the school had a teacher supervising the <i>PLATO</i> credit recovery room so that students could complete their coursework before the end of the semester. • Regent Prep sessions use <i>Castle Learning</i>, and the sessions are held on Saturdays and Sundays. • The English-as-a-second-language (ESL) population is being provided with

	<p>Regents prep sessions after school using Title 3 funding.</p> <ul style="list-style-type: none"> • The school has identified approximately 50 “N Cohort” ESL students that have all their credits and passed all their Regents exams, except for the English exam. They are being provided with intensive Regents prep on Saturday, and have been encouraged to attend Sunday sessions as well. • For students that are not in the N cohort, the respective guidance counselors are performing annual reviews and signing students up for credit recovery and/or advancement courses and regents prep. • Subject area teachers have identified students who have not passed their respective Regents. The teachers have performed item analyses of the Regents exams in their department meetings and are preparing for differentiation of instruction. Teachers are also using <i>Castle Learning</i> as an intervention tool. • Credit recovery in physical education (PE) has been a major issue and an intervention initiative has been implemented where students are required to attend Zero period, PM school, Saturday and Sunday school to meet PE requirements. • Academic Intervention Services (AIS) are provided after school through the Sports in Arts program. They offer tutorial services in all subject areas. • The needs of students involved with in-school suspension (either for a whole day or by period) have been identified and are provided with customized tutoring by Stern College volunteers.
Outcomes	<ul style="list-style-type: none"> • The results of these interventions to date: <ul style="list-style-type: none"> ○ By the middle of December 2011, approximately 60 students recovered PE credits. By January 2012, over 100 students have recovered PE credits. ○ The results of the credit recovery initiative for Session One, which began in September and ended in November, eleven students completed one credit, one student completed three credits and two students completed two credits each. ○ As of December 15, 2011, the school had 627 open cases with students having 10 or more absences. The school closed 369 of them. • Anecdotal evidence suggests students are benefiting from tutorial services.
Teacher Attendance	<ul style="list-style-type: none"> • The teacher attendance rate is 95 percent to date.

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> • The school provided an extensive list PD sessions and staff attendance logs with supporting evidence in the binders at the time of the NYSED team site visit. • Children First Network 610 is the provider and developer of PD activities at the school. • Professional development is provided on a weekly basis. A CFN 610 consultant meets each week with the principal and assistant principals to plan PD. • Ongoing conversations with teachers have also influenced PD topic choices. • The CFN consultant has been working with teachers to complete the mapping and revision of the curriculum to include the Common Core Learning Standards (CCLS). • The school has narrowed the PD focus to three instructional priorities: <ul style="list-style-type: none"> ○ Student engagement ○ Literacy in all subject areas ○ Data-driven instruction • All PD is geared to address these topics. These topics were chosen based on the Joint Intervention Team (JIT) recommendation report, reading test results and classroom observations. These three areas of focus were found them to be the most important items to address as a means to improve instruction in the school. • Designated and recognized teachers serve as presenters and share best

	<p>practices. In addition, the assistant principal for humanities has driven the literacy initiative because she has had extensive training in this area.</p> <ul style="list-style-type: none"> • Professional development topics are also geared to address the Principal's Performance Review (PPR) goals and the instructional objectives of the school's Comprehensive Educational Plan (CEP).
<p>Instructional and Support</p>	<ul style="list-style-type: none"> • The school has a data and instruction specialist provided by CFN 610 who is available to provide assistance in technical and academic matters. • The school has retained the services of two NYU Metro Center coaches who provide weekly coaching sessions with specific teachers. They provide job-embedded coaching and meet with the teachers immediately after class to provide feedback. • Teachers developed specific, measurable, attainable, reasonable and timely (SMART) goals, which are referred to and revised regularly. • The CFN 610 has allocated one instructional specialist to the school who is working with the principal to support teachers with classroom management issues. • The network is providing assistance in rolling out the CCLS. • Teachers reported they are conducting classroom inter-visitations and walk-throughs, and are encouraged to "steal" ideas from each other. • Subject teams and collaborative team teachers reported they are planning lessons together. • The school has designed a uniform observation template that the administrative team uses to gather data about instructional issues. We use this information to provide individual support to teachers. • The school has created a system for teachers to do item analysis of assessments and to develop plans of action to re-teach areas of need. Departments have created uniform pre- and post-tests based on uniform curriculum maps; these tests are analyzed and used to drive instruction and to serve as preventive intervention. • For the second year, the school is divided into pure small learning communities, which allows for personalization and effective monitoring of student achievement. • Group guidance sessions are geared to aspects of promotional and graduation requirements. These sessions assist students in setting short- and long- term goals. • Short cycle observations foster teacher professional development. • Looking at student work helps inform teachers of weaknesses and strengths of individual students and/or instructional content. • The integration of technology-based intervention programs such as <i>Achieve 3000</i>, <i>Write to Learn</i>, <i>Castle Learning</i> and <i>PLATO</i> supports the improvement of instruction.
<p>Monitoring and Analysis</p>	<ul style="list-style-type: none"> • Part of the school's uniform observation template focuses on literacy strategies and student engagement – two PD foci. The school tracks this information to see if literacy strategy use and student engagement activities have increased. • "Snapshot" informal and formal observations provide school administrators with information on whether or not teachers are implementing strategies learned in professional development sessions.

<p>DATA ANALYSIS</p>	
<p>Data that Informs Instruction</p>	<ul style="list-style-type: none"> • Interim assessments following the Regents blueprint, along with pre- and post-tests for each chapter or unit. Item analyses of assessments (chapter, unit, midterm, final exams) are conducted and teachers review results. • Results of the Gates MacGinitie exam area reviewed after each interim assessment is administered. • Practice NYSELAT exams are administered every quarter for updated data on ELL progress. • Achieve 3000 testing results are reviewed regularly

	<ul style="list-style-type: none"> • <i>Progress to Graduation</i> Reports are prepared for each cohort and reviewed by guidance teams. • <i>Skedula</i>, a web-based, student-data management system, is used to prepare real-time reports accessible by administrators and teachers. • Students and parents may review their own data through the <i>PupilPath</i> online access portal. • <i>ELE</i> is a Spanish language reading examination administered twice a semester. • Student misbehaviors are monitored and explored to determine the need for additional support. • The Progress to Graduation report from October 2011 is being used to identify students in need of credit recovery. Attendance records are used to identify chronic absenteeism and long-term absences. • Regents' exam results identify students in need of Regents prep and classroom intervention strategies. • Child Study Teams meet to discuss students with academic and other problems and to provide recommendations. • Science teachers monitor lab requirements and provide morning, lunchtime, after school and holiday make-up lab time.
<p>Data & Student Achievement</p>	<ul style="list-style-type: none"> • The first interim assessment of the year was the midterm. Subject teams did item analysis of the uniform midterm and determined the areas of concern. Plans of actions were developed for re-teaching and scaffolding topics and/or skills in preparation for the final exam and January Regents • Academy teams look at students' work and use it to inform instruction. • Collaborative teams plan differentiated lessons based on chapter and unit exams and quizzes. • <i>Castle Learning</i>, an online Regents prep program, is used as a supplement and enrich intervention plans • Technology teachers are using <i>QuizStar</i>, an online exam program, which generates item analysis immediately. • All subject area teachers are administering assessments using the <i>Apperson Scantron</i> system. When the assessment is processed, the program generates an immediate item analysis report. Teachers use this information to plan intervention. • Pre- and post-tests are given to inform teachers which material students have mastered, and which material is in need of re-teaching. • Teachers review attendance and academic data to determine differentiation in the classroom. • Teachers reported that everyone in the building is involved with data. • Academies meet two times a week as teams and analyze student learning • Department teams meet twice a week and analyze subject content and assessments. • Attendance team meets once a week and develops plans of action for students with long-term attendance issues and chronic absenteeism. • Guidance counselors meet with students on a regular basis to review academic progress. The school reported the counselor is an integral part of each academy and meets with grade team teachers to review student progress. • Each academy has a dedicated Child Study team which meets once a week to review and plan intervention for targeted students. • Deans indicated they review discipline issues and develop intervention plans on an individual student basis. • Teachers report they review instructional data on a daily basis and use this information to modify and plan lessons.

<p>CURRICULUM AND TEACHING</p>	
<p>Learning Time</p>	<ul style="list-style-type: none"> • The school has a 7-period schedule, which begins at 8:00a.m. and ends at 3:03p.m. daily.

	<ul style="list-style-type: none"> • Each class meets for 44 minutes, with a 3-minute passing period. • The school shares the building with four other schools, and runs a breakfast program daily. • The school provides after school services until approximately 5:30p.m. daily. Saturday school runs from 9:00a.m. to 1:00p.m. • Beginning with the 2011-2012 school year, a Sunday session has been offered which runs from 11:00a.m. to 3:00p.m. • The school offers a limited amount of instruction during the first period, limiting instruction to PE classes. The majority of the students in each academy have schedules that begin second period; this offers the teachers daily time to meet. Teachers meet collaboratively for academy and department meetings during first period. • Teachers meet in common planning time two times a week, on Monday and Tuesday. Thursday and Friday have been earmarked for departmental meetings. Wednesday is generally used for PD.
<p>Mapped & Paced Curriculum</p>	<ul style="list-style-type: none"> • This year Norman Thomas HS will focus on the following CCLS: <ul style="list-style-type: none"> ○ Reading Standard #2 in ELA, Social Studies, Science, Technical Subjects (9-12) ○ Reading Standard #4 in ELA, Social Studies, Science, Technical Subjects (9-12) • The CFN consultant has been working with teachers to complete the mapping and revision of the curriculum to include the Common Core Learning Standards in both ELA and math courses.
<p>Instructional Programming Linked to Student Needs Assessment</p>	<ul style="list-style-type: none"> • The ELA, Social Studies, Science and Mathematics curricula have been revised to incorporate more emphasis on building literacy skills. • To support the literacy initiative, the Career & Technical Education Department, incorporates more industry and technical literature in the classroom. • Lesson plans are revised based on data analysis of interim and classroom assessments. • Department teams work collaboratively to review and revise curriculum with the guidance of the assistant principal in charge of the subject.
<p>Effective Teaching Practices</p>	<ul style="list-style-type: none"> • Teacher and student materials available for inspection during the NYSED team site visit included: Calendars of lessons, project and assignment rubrics, student work displayed on bulletin boards and in student portfolios. Academy bulletin boards showed student attendance rates and a variety of student achievement data. • Some classrooms demonstrated effective use of group work, in-the-moment assessments and accountable talk. • Each classroom observed had an aim, objective, “Do Now” activity and the day’s homework assignment prominently posted either on the chalkboard, on poster paper or on the interactive whiteboards (IWB). • Interactive Whiteboards were observed in many classrooms. Most of the available IWBs were in use with teachers also writing class information on the chalkboard or on experience charts. • The level of questioning and probing for understanding by teachers was observed to be significantly uneven. Some teachers asked numerous questions, which required little more than recall or simple one-word responses. In those classrooms, students seated farthest from the teacher tended to sit draped over their desks, or with their heads down on the desk, or bent forward with eyes closed.
<p>ELL/SWD</p>	<ul style="list-style-type: none"> • The instructional strategies used by ESL/Bilingual teachers to support the needs of English Language Learners (ELL) are: Cornell Note Taking, graphic organizers, <i>Seven Habits of the Effective Reader</i>, cooperative learning group activities, hands-on activities, accountable talk, assignment and project rubrics, project-based activities, music, film, media, interdisciplinary instruction, computer technology integration, inquiry-based learning, and problem-based learning.

	<ul style="list-style-type: none">• Teachers in the ESL program use content-based textbooks such as the <i>Shining Star</i> series (Introduction level to Level D); <i>Achieve3000</i> reading comprehension web program; <i>Rosetta Stone</i> Software; biology, social studies and US history textbooks in Spanish, as well as bilingual Regents preparation textbooks.• Math textbooks, cassette players, TV, document readers, overhead projectors, laptop carts, dictionaries, maps, transparencies and a mini-library of books are available in both in Spanish and English.• There is ongoing communication reported between the special education assistant principal and the ESL program director.• During the school Child Study Team meeting, which meets every Thursday during third period, the team reviews student academic progress. Parents are invited to participate in this meeting when it is necessary. The Child Study Team is composed of three assistant principals, a social worker, two general education teachers, a guidance counselor and a school psychologist.• The school's curriculum, modes of instruction and schedules are flexible for all ESL and students with disabilities (SWD).• Student Individualized Education Plan (IEP) is monitored to ensure that the students are placed in the appropriate collaborative team teaching (CTT) classroom, with a paraprofessional assigned to the students if it is required. Student progress is monitored and assessed so that students are matriculated in the appropriate ESL class.• Students with an IEP are placed according to the recommendations specified in the IEP. Students are placed in CTT classes for subjects in which they can start transitioning from the self-contained Special Education program to the mainstream classrooms.• In addition, these students take most of their classes within the Technology Academy. However, for their ESL subject classes they go to the Empire State Academy (ESA) where they receive the mandated instructional time for ESL.• Bilingual paraprofessionals are available for those students who have other needs such as mobility limitations, such as the use of wheelchairs, or students who need someone to help them focus while in the classroom.• Most ELLs are in the ESA. However, students who wish to participate in the other two academies (Technology and/or Business) may do so, depending on their academic performance level.• There are students who travel between three academies depending on their needs. They come to the ESA to take the mandated ELL services.• Many of the students who were proficient in the 2010 NYSESLAT opted to stay in the ESA.• All ELLs, regardless of their status, are welcomed to take advantage of the extracurricular activities during and after school hours, such as tutoring, honor roll assembly, college advisory, conflict mediation program, trips, Title 3 and Sports and Arts programs.• Students are mainstreamed with non-disabled peers during the entire school hours.• The only exceptions to the mainstreaming are where a student's IEP necessitates that the student is placed in a self-contained class.• All ELL and SWD have access to PM school in a blended online and face-to-face learning environment.• Weekend school is also in a blended online and face-to-face learning environment.• Lunchtime tutoring is available for ELL and SWD with volunteer tutors from a local college.• After school peer mentoring programs are available in collaboration with another high school located in the building.• Teachers lead lunchtime mentoring sessions for struggling students on an as-
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	<p>needed basis.</p> <ul style="list-style-type: none"> • The Wilson <i>Great Leaps</i> program is used by ELL and SWD as needed for math. • Title I programs for after school instruction for ELL and SWD.
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STUDENT SUPPORT	
Additional Social/Emotional Support	<ul style="list-style-type: none"> • Many social and emotional supports are built into the academy structure of the school. • Students are enrolled in: <ul style="list-style-type: none"> ○ PM school in a blended online and face-to-face learning environment ○ Lunchtime tutoring with tutors from a local college ○ After school peer mentoring program in collaboration with another high school ○ Teacher led lunchtime mentoring • Wilson <i>Great Leaps</i> program.
Counseling	<ul style="list-style-type: none"> • The following student support services are in place to provide students in need with additional support: • Individual Counseling with mental and emotional health services are available through the Bellevue Psychiatric, Social Work and Medical Services. • Education and career counseling is available to students through group guidance by counselors. Some of the most frequently discussed topics are: <ul style="list-style-type: none"> ○ Graduation requirements ○ promotion requirements ○ <i>Respect For All</i> program ○ Whole Life Management counseling group ○ PSAT, SAT, College advising and application assistance ○ Guidance discussion sessions on the Code of Conduct • PM, Saturday, Sunday, December and January School (and during all breaks and vacations) area available to all students. • <i>Castle Learning</i> is used for Regents exam prep.
Enrichment Opportunities	<ul style="list-style-type: none"> • The school hosts at least one College Fair, usually in conjunction with the other schools in the building. The College Fair was held September 27th, 2011. • The school has a PSAT exam day each year. The PSAT was administered on October 12, 2011. • Senior meetings are held on a regular basis to keep seniors informed of any important events and approaching deadlines. • The school participates in the CUNY <i>College Now</i> program through Hunter College. • The application to CUNY is waived during Fee Waiver Day in the spring for students interested in admissions in the fall. • The school hosts College visits and holds an annual Financial Aid information night. Colleges visited this year so far are - Oneonta College, University at Albany, ST. Rose College, Lehman College, University of Bridgeport. • Honor Roll Assemblies and Attendance Incentives are also used to note student achievement and celebrate improvements. • Attendance bulletin boards are posted for each academy at a prominent entrance to the school. • The Sports and Arts Program provides academic and recreational enrichment after school. • The Business Academy participates in Virtual Enterprise. • Advanced Placement Courses are available in cooperation with other schools in the building. • <i>Adventa Learning</i> Online courses are available for credit recovery.

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • The principal has created smaller learning communities, and has utilized budget expenditures to implement instructional and programming initiatives. • He has also purchased technology to supplement classroom instruction and for administrator and programming support. • The formal evaluation will occur at the end of the school year in accordance to union negotiations concerning the Principal's Performance Review (PPR) goals and the instructional objectives of the school's Comprehensive Educational Plan (CEP). • The teachers are still unsettled over the changes the NYCDoE made in its decision to close the school. There appears to be uneven willingness to make adjustments to work with the principal and all the changes being implemented. • The principal has had a mentor supplied by the NYCDOE. • According to CFN 610, he principal has incorporated feedback from observations from support and supervisory staff into consideration for implementation of school's improvement efforts.
Leadership Development	<ul style="list-style-type: none"> • Professional development provided for administrators, which is separate and/or different from teachers is listed below: <ul style="list-style-type: none"> ○ CLI Inc. – a curriculum mapping program ○ <i>Skedula</i> – a web-based student data management program ○ CCLS ○ Collaborative Team Teaching – CFN ○ Driven by Data – book study ○ Michael Fullen's <i>Six Secrets of Change</i> – NYU – series ○ Charlotte Danielson's - <i>A Framework for Teaching</i> ○ <i>PLATO</i> – online classes
School Improvement Manager/External Providers	<ul style="list-style-type: none"> • The CFN 610 leader and deputy leader work with the school administrative team in a collaborative manner. • The CFN 610 consultant assigned to the school will support the school in all areas of academics, data analysis and PD activities.
Building Level Leadership Team	<ul style="list-style-type: none"> • The school administrative team and the CFN consultant meet weekly to discuss issues. • The school has a log of agendas and meeting resolutions on file at the school.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> • Teachers, parents and students reported the school has developed a safer, more welcoming climate this year, as compared to previous years. • Parents and students perceive the teachers and school administrative team as more caring and responsive to the students' academic and social-emotional needs than in the past. • The teachers, parents and students reported a sense of comfort and caring was more notable at the school this year. • Students and teachers noted that overt conflict was rare at the school this year. • While the teachers appreciate the focus on improving student discipline and safety, they indicated communication with the new principal, rapid changes in expectations and the closing status of the school is causing them considerable discomfort. • Teachers and students expressed concern because of the school's phase-out status, resources and supports for students and for high quality teaching would be strained or would disappear completely. The feeling that was communicated would best be characterized as a sense of being "abandoned by system" and "left to their own devices."
Collaboration	<ul style="list-style-type: none"> • Evidence of collaboration between the teachers and administrators appeared somewhat uneven. Two of the three academies appeared somewhat more open to the school administration's efforts and plans to improve the school.

	<p>One academy had several outspoken teachers who were skeptical of the school's abilities to make marked improvements under the current plans.</p>
Parent Involvement	<ul style="list-style-type: none"> • The school reported that it does not have a written parent involvement plan at this time. • Parents reported they are invited to numerous school events such as, the College Fair, Financial Aid workshops, an N Cohort (graduating seniors) meeting, monthly school leadership team meetings, open school afternoon/evening, pupil personnel committee meetings, IEP meetings and guidance conferences. • Parents that were part of the focus group indicated that they are involved on a regular basis based on any decision making related to their child or children enrolled at the school
External/Community-Based Partners	<ul style="list-style-type: none"> • The school reported that it does not have a written external/community based partnership plan at this time. • Bellevue Clinic provides medical, counseling, psychiatric services to the school students. They maintain an office in the school building, which provides immediate services to the school community. • Harlem Center provides college counseling and assists students with the college application process. • Sports in Arts provide staffing to the school to implement a literacy in English and Math initiative, regents prep sessions, and recreation incentive connected to the tutoring services. • PENCIL, Inc. served as a liaison in connecting us with Advent and Infusive Solutions. The two companies have conducted career days and career development for the school students for the last two years. Just recently, they have been working with five of the school students who are applying for an internship program. They have assisted them in resume writing and interviewing skills. • The school has approximately 15 students involved in the Geriatrics Career Development Program. This is a four-year commitment where the students work and attend academic and career workshops. • Deloitte has adopted one of the school Virtual Enterprise Firm and volunteers work with students on a weekly basis to manage their firm. • Jr. Achievement provides weekly workshops to the school business courses in Economics and Personal Financial Planning. • Colgate Palmolive has provided workshops for the school students in business communication and unleashing creativity. • Stern College students volunteer their time during the school students' lunch period and provide one-on-one tutoring services. • Opening Act provides the school students with drama/acting lessons and this program culminates in a performance. • Educate-on-line provides free laptops to students who complete 75 hours of a literacy program online. Students keep the computers after completing the program.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> • N/A – the school does not receive SIG funds (see below).
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> • According to the manner that NYCDoE has chosen to use the SIG for the turnaround schools in phase-out status, the school does not receive any funding through the grant. • No 1003(g) funds are being given to the Phase-out schools. NYCDOE is providing funding through other sources. The school is using these funds, in coordination with other school resources including Fair Student Funding and applicable federal or state grants for the school, to carry out the school-wide strategies.
Use of Other Funding	<ul style="list-style-type: none"> • The school did not report any significant source of outside funding beyond that provided by the NYCDoE.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support	<ul style="list-style-type: none"> • The school receives technical assistance from a Transition Support Network to carry out its activities and address instructional and operational issues that are unique to a school that is in the process of phasing out. • The NYCDOE is collecting data on key aspects of the Turnaround model between the phase-out and replacement school, including teacher turnover data, academic performance, and NYCDOE Progress Report and Quality Review. This analysis occurs at various points throughout the school year as data becomes available (eg, enrollment and school staff audit, release of PR and QR scores, state performance data, etc.) • The CFN works collaboratively with the school administrative team to ensure that the school is working toward meeting its goals as outlined in the document entitled "New York State Education Department Phase-out/Phase-in Plan."
JIT/SIG Alignment	<ul style="list-style-type: none"> • JIT report recommendations appear to be aligned with the turnaround school, phase-out plan.

SUMMARY

The NYSED Site Visit Team member conducted a site visit at Norman Thomas High School on March 13, 2012. The team member was able to ascertain information about the school's efforts to implement the turnaround model with phase-out status for improving student learning.

The NYSED Site Visit Team member met with various stakeholders to review the school's implementation plan and to determine progress made to date toward improved student achievement. The school administrative team is focused and eager to promote rapid improvements in student performance. Implementation of significant activities was in progress. It should also be noted that the school does not actually receive SIG funds. The NYCDoe has created a Transition Support Network, CFN 610, to work with all NYC schools slated for closure. In that regard, the school has a phase-out plan outlined in the NYSED document entitled "New York State Education Department Phase-out/Phase-in Plan."

Teachers meet daily for either common planning, for professional development activities or for subject area departmental meetings. All constituents reported that the school seems safe and staff has significantly higher expectations for students than in the past. The teachers appreciate the focus on improving student discipline and safety and they indicated a comfortable level of communication with the new principal. The rapid changes in expectations and the closing status of the school were noted as the issues causing some teachers considerable discomfort and some skepticism.