



MARIE CURIE MS 158Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: **(26Q158)**
ADDRESS: **46-35 OCEANIA STREET, BAYSIDE, NY 11361**
TELEPHONE: **718 423 8100**
FAX: **718 423 8135**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS158 **SCHOOL NAME:** Marie Curie MS 158Q

SCHOOL ADDRESS: 46-35 Oceania Street, Bayside, NY 11361

SCHOOL TELEPHONE: 718 423 8100 **FAX:** 718 423 8135

SCHOOL CONTACT PERSON: Marie Nappi **EMAIL ADDRESS:** mnappi@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marie Nappi

PRINCIPAL: Marie Nappi

UFT CHAPTER LEADER: David Waltzer

PARENTS' ASSOCIATION PRESIDENT: George Benedetto

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Mae Q. Fong

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marie Nappi	*Principal or Designee	
David Waltzer	*UFT Chapter Chairperson or Designee	
George Benedetto	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Martenia Miller/Beacon program	CBO Representative, if applicable	
Neil Manus	Member/ teacher	
Joan Weibman	Member/ teacher	
June Dunn	Member/ Assistant Principal	
Kim D’Angelo	Member/ Parent	
Lillian Cerroni	Member/ Parent	
Vincent Cerroni	Member/ Parent	
Maria Plakas	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Marie Curie Middle School 158Q is located in Bayside, a lower-middle and middle class communities in northeast Queens nears the Queens/Nassau county border. The housing stock is predominantly one and two family homes (R2A) with some multiple family dwellings and a few scatter-site apartment buildings that are rent controlled. Historically, it is one of several naturally integrated communities in New York City. The school population mirrors the composition of the larger community with the addition of a number of students (8) from other lower-middle class neighborhoods in the adjoining district (Q29). These children have been transferred to Marie Curie under the provisions of the Federal No Child Left Behind Bill. Parents in both communities work at blue collar and white-collar employment including middle management positions and professional positions in the medical field. There are a number of group homes for young adolescents in the area, which are managed by private and religious organizations. A number of young adolescents from these homes attend Marie Curie. The school building houses a Beacon Program, managed by the Samuel Field YM/YWHA, which operates programs after school and in the evenings. The area is surrounded by parks, the largest of which are Crocheron, Alley Pond and Cunningham Parks. Nearby are Queens borough Community College, St. John's University and Queens College.

MS 158Q has caring and well trained teachers. We maintain high standards and have a rigorous academic program. *Our mission is to enable staff to provide challenging instruction in a nurturing environment for our students in collaboration with families and community so that students achieve their maximum potential and are prepared to enter society as knowledgeable and caring persons.* Our students have increased their performance scores on the New York State ELA and Math examinations for the last 3 consecutive years. We offer an acclaimed quality performing and fine arts program that has been recognized at the local, city and state levels. In 2007 and 2008 MS 158Q received a Silver and Gold Award for the NYSSMA Competition, respectively. Students participate and receive awards in many competitions: Math Counts, Stock Market Game, Borough and Citywide Art Competitions and also Environmental Writing Competitions. Our art students have won many art competitions, most notably, the Go Green competition that was televised on Good Day NY in February 2008. This competition raised environmental awareness. We also have a high percentage (10%) of students who are accepted into the Specialized High Schools as well as into the Hunter High School accelerated program.

MS 158 has an active PTA as well as a School Leadership Team and Staff Planning Team. We are a school of Science, Mathematics and Technology featuring state of the art student computer labs, interactive overhead projectors and SMART boards. We have established a program called the MOUSE Squad, which trains students in conjunction with corporate personnel to repair and maintain computer equipment. We nurture our relationships with the business community as well.

MS 158Q has a diverse student body embracing a variety of culturally, religious and ethnic backgrounds. Twenty percent of our student population is students with special needs. Ten percent of our student population is new English Language Learners. Through creative programming we have maximized the use of personnel and time and implemented small instructional groups. Our main objective is to provide an optimal learning environment that is nurturing and recognizes the needs of each individual child. Our vision is 'Together We Create Success!'

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	MS 158 Q			
District:	26	DBN #:	26Q158	School BEDS Code #: 342600010158

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		97.0	96.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		95.3	95.9	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	383	335	354	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	372	403	360		33.6	33.0	34.6		
Grade 8	386	404	407						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		2	0	TBD		
Grade 12	0	0	0						
Ungraded	2	2	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1143	1144	1112						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	63	70	46						
No. in Collaborative Team Teaching (CTT) Classes	8	21	32	Principal Suspensions	30	45	TBD		
Number all others	81	68	70	Superintendent Suspensions	1	2	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	83	91	84	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	7	22	12	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	68	66
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	17	16
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	n/a	n/a
	1	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	98.4	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	70.3	77.9	77.3
Black or African American	9.4	7.6	6.8	Percent more than five years teaching anywhere	59.4	60.3	62.1
Hispanic or Latino	13.0	13.6	12.3				
Asian or Native Hawaiian/Other Pacific Isl.	56.4	57.9	58.8	Percent Masters Degree or higher	92.0	91.0	95.0
White	21.3	21.0	22.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	97.6	98.0
Multi-racial	50.6	51.4	51.0				
Male	50.6	51.4	51.0				
Female	49.4	48.6	49.0				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native	X	X				
Black or African American	X	X	X			
Hispanic or Latino	X	X	X			
Asian or Native Hawaiian/Other Pacific Islander	X	X	X			
White	X	X	X			
Multiracial						
Other Groups						
Students with Disabilities	X	X	X			
Limited English Proficient	X	X	X			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	8	8	7	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	^	Quality Statement 5: Monitor and Revise	

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Accomplishments:

- Received an A on our progress report for three consecutive years; 2006-2007 & 2007-2008 2008-2009 and achieved our target goal of 12.7 points
- From 6-12 points awarded on our progress reports for closing the achievement gap – high needs students who improved one half a proficiency level
- High Performing on the State ELA and Math Assessments-
 ELA- 88.7% students at proficiency level 3 or level 4
 Math- 92.6% students at proficiency level 3 or level 4
- Performance of ELL students on NYSESLAT
- High Performing Gap Closing School Award 2005- 2006, 2004-2005, 2003-2004
- Data analyst and Inquiry teams have worked collaboratively :
 1. To identify and successfully research effective strategies for two target groups of students in ELA. This year we are expanding the target to several groups.
 2. To create a new Acuity training video to assist teachers in using data sites available to analyze their classes' strengths and weaknesses
 3. To turnkey training of staff by Acuity Learning Leaders on the implementation of Acuity with regard to lessons and student interventions
- The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals to accelerate student learning
- The students' artistic efforts are recognized citywide and their work has been selected for televised interviews as well as chosen for the ECO poster and other artwork featured on the Train to the Plane.
- Students received a Gold and Silver music performance award for participating in NYSSMA
- Orchestra students were chosen to participate in the Hofstra Honors Band. This is the third year in a row that MS 158 students are one of two NYC Middle Schools selected for this honor.
- Teacher attendance at school wide Back to School Night
- Teacher and student participation in extra curricular activities, teams and school events
- Aligning of fiscal resources to support intervention programs such as Small Instructional Group (SIG) programs and Project Achieve programs.

- A school mentoring program is in place to provide support to new staff members as well as meeting with the Principal, assignment of school buddies and many support resources to ensure success.

Barriers:

- Severe budget cuts of almost \$1,000,000
- Striving to maintain smaller class sizes (Class sizes are frequently over the maximum of 33 students in a class.)
- Obtaining more financial resources and more staff development time are necessary to offer our staff professional development as well as to provide our students with laptop computer stations, SMART boards, a wide selection of library books, high standard textbooks and hands on manipulatives to enhance their learning experiences

Needs after analysis of the 2007-2008 Quality Review, Progress Report and Learning Environment Survey: *NO QR last year*

CONTINUE to:

- Put in place effective systems to periodically measure and analyze the performance and progress made by different sub groups
- Set measurable performance goals with interim milestones for the whole school, grades, classes and subgroups, with a clear link to teachers' professional development
- Put in place effective systems for evaluating whether the school has successfully achieved its goals.
- Plan and set goals:
 1. Share whole school goals with all members of the school community to rigorously improve the performance and progress of students.
 2. Ensure that teachers use school, class and student data to plan and provide differentiated instruction that meets the specific needs of all the students in their charge.
- Monitor and Revise: To have structures for evaluating each student's progress throughout the year and for flexibility in adapting plans and practices to meet its goals for accelerating learning
 1. Faculty and staff use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas.
 2. To improve student outcomes, include interim goals that are measurable and have suitable time frames for measuring success and making adjustments.
- Improve parent communication and participation
- Increase student level 3 and level 4 performance in ELA
- Increase student level 3 and level 4 performance in Mathematics
- Increase special education student performance in ELA
- Increase ELL student performance in Mathematics

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- **ELA**

For the 2009-2010 school year, the percentage of level 3 and level 4 students making one year of progress will increase by 2% on the April 2010 NYS ELA assessment.

2008-2009	67.6%
2007-2008	54.4%
2006-2007	52.4%

- **Math**

For the 2009-2010 school year, to increase the percentage of students in the lowest third making one year of progress by 2%- 68% to 70%. The lowest third is comprised of 350 students out of 1050. In order to achieve our goal, 246 out of 350 students must make one year of progress as measured by the May 2010 NYS Math assessment and evidenced in the 2009-2010 Progress Report.

2008-2009 68%

- **Communication and Engagement**

By June 2010, student, teacher and parent communication and engagement will improve by an overall 0.3 as evidenced by the 2009-2010 Learning Environment Survey.

2008-2009	Communication 6.0
2007-2008	Communication 5.6 down -0.41; Engagement 5.9; decrease -0.3
2006-2007	Communication 6.0 ;Engagement 6.2

- **Expanded Data Collection and Analysis**

For the 2009-2010 school year, all teachers will be trained to collect and analyze data to inform instructional progress made by the different sub groups of students as measured by effective data systems such as ARIS and Acuity, ATS, NyStart.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2009-2010 school year, the percentage of level 3 and level 4 students making one year of progress will increase by 2% on the April 2010 NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Adjusted our master schedule to implement SIG as part of the daily program (Small Instructional Grouping of at risk and targeted subgroup population) taught by teacher. • Acuity leaders’ research and turnkey training so individual staff members are familiar with the technology needed to analyze data and assign appropriate differentiated lessons through Acuity and the Performance Series • Program a grade 6 ELA skills class for the 2009-2010 school year • Provide opportunities for students to compete in writing competitions (Imagine the Possibilities theme for the year, Believe it! Achieve it!) • Book of the Month responses through the ELA Department to support our theme and incorporate a creative writing response component as well as enrichment. • Inquiry school wide focuses on ‘inference’ as a skill throughout all of the content areas. • Extended day support is flexible for mandated and all students on an as needed basis. • Use grade level data specialists to disseminate data from ITAs, ARIS, Acuity and ATS in order for teachers to plan differentiated lessons. • Calendar change dates to incorporate professional development and time for collaborative planning and action research. • 8th grade contracts on the new promotional criteria and follow up on an action plan for failing or at risk students to assure success • Professional Teaching Standard #4 as a school wide focus for improving instruction • Implement Classroom Inc. Learning Environment Program to assist ELL students with writing and math skills through a collaborative learning experience to support our target group and build

	in the 2009-2010 Progress Report.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Adjust our master schedule to implement SIG (small instructional grouping of at risk and targeted sub group population) as part of the daily program • Acuity leaders will research and turnkey training so individual staff members are familiar with the technology needed to analyze data and assign appropriate differentiated lessons through Acuity. • Professional Teaching Standard #4 as a school wide goal to reflect on and improve planning and instruction • Build math models and provide varied instruction for test preparation. • Provide before and after school enrichment classes (Girls in Science, Math Counts, etc.)-ON HOLD due to severe budget cuts at this time. • Use extended day program for math skill building, homework and project support • Collaborative planning time to discuss effective teaching strategies • Action research supported by the Inquiry Team to improve ‘inference’ throughout the content areas • Curriculum planning to prepare for common assessments • Differentiated strategies shared through Professional Development as well as strategies for ELLs • Classroom Inc. lessons to assist the subgroup of ELL in an effort to close the achievement gap and build confidence
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Purchase Coach books • Budget amount of money for AIS and Saturday before and after school per session classes[on hold] • Monthly SMART board training money allocated • Create Acuity leader program to support classroom teachers when analyzing and implementing data into classroom instruction • Provide Professional Development and purchase materials to support differentiation of instruction for PD • Secure Core curriculum PD for new math Holt books • Inquiry school wide focus on ‘inference’ throughout the content areas • Professional Teaching Standard #4 as a school wide focus for improving instruction • Implement Classroom Inc. program to assist ELL students with writing and math skills

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark assessment; informal assessments; ELA Predictive data, ELA Instructional Targeted Assessments and use of the performance series results</p> <ul style="list-style-type: none"> • Periodic Assessment results • Benchmark testing results • Minutes, agendas and attendance sheets from Department Conferences, Professional Development (internal and external) • Progress reports and classroom portfolios • Teachers’ measurable goals for particular skills • Formal and informal classroom observations • Final Results of the schools progress report with regard to high needs group as well as overall performance gains for the students
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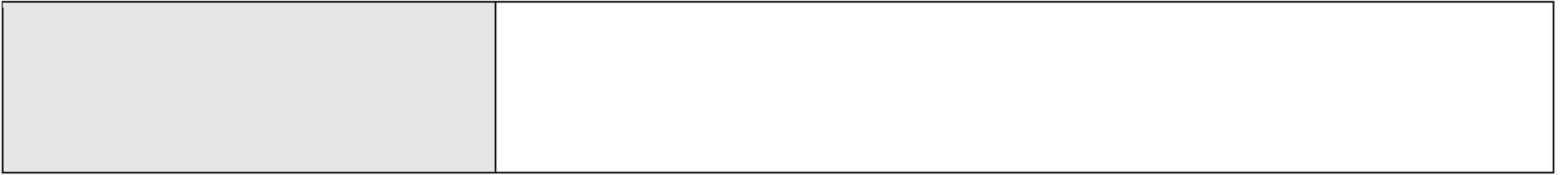
Subject/Area (where relevant): Community and Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, student, teacher and parent communication and engagement will improve by an overall .03 as evidenced by the 2009-2010 Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The use of the School Messenger tool to communicate with parents re: meetings, conferences, reminders of all school events and functions as well as translated messages of all school activities and events. • Staff will present highlights of subject activities at PTA meetings to increase participation at events • Parent coordinator will hold morning and afternoon workshops to accommodate parents schedules • Monthly newsletters will be translated and distributed to all students; all copies are available at every meeting and posted at the main entrance • Meetings for the parents of ELL students are scheduled to inform the parents about instruction and resources available to students • Title I Parent Compact/Parent Involvement Committee formed to improve communication of school instructional goals and mission
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds were set aside to purchase the school messenger at a cost of \$3000. • Staff is receiving PD for training to implement the system to contact parents • Translation funds to assist in all materials distributed • Title III funds are set aside for parent workshops for parents of ELL students • Title I Parent Compact/Parent Involvement Committee formed to improve communication of

	<p>school instructional goals and mission as well as use 1% parent involvement funds to enhance and increase parent involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at meetings and school events as evidenced by sign in sheets • The 2009-2010 Learning Environment Survey

Subject/Area (where relevant): Expanded data collection and analysis

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2009-2010 school year, all teachers will be trained to collect and analyze data to inform instructional progress made by the different sub groups of students as measured by effective data systems such as ARIS and Acuity, ATS, NyStart.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monitor the outcomes of periodic assessments and other diagnostic measures for the disaggregated students • Use the results to modify practices to improve student outcomes and set goals • Use ongoing formative and summative assessments to determine instructional strategies to meet the needs of the disaggregated groups • Effectively articulate ELL students to the appropriate level of instruction based on the NYSESLAT • Effectively articulate Special Education students to the appropriate level of instruction based on their IEPs • Develop, provide and implement tools for teachers to evaluate and assess areas of strength and weaknesses for special needs students. • Inquiry team will distribute and disseminate data summaries to teachers servicing disaggregated groups • Grade level data specialists will assist in a timely release of data in order for teachers to plan instruction • Inquiry team newsletter distributed to all teachers, updates at faculty and department meetings posted on the schools’ website as well.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Allocate funds for Library restructuring; order books of high interest for gender specific interests; ELL interest; content area interest 2. Provide personnel servicing high needs groups with current Professional Development, current research and professional books
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic Assessment results • Benchmark testing results • Minutes, agendas and attendance sheets from Department Conferences, Professional Development (internal and external) • Progress reports and classroom portfolios • Teachers’ measurable goals for particular skills • Formal and informal classroom observations • Final results of the schools progress report with regard to high needs group as well as overall performance gains for the students • Book order inventory of books for Library



REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	13	3	3	5	60	5	2	2
7	19	17	3	5	40	5	1	3
8	17	6	2	111	75	5	2	2
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: AIS enrichment classes; Coach books, Acuity performance	During the school day there are Small Instructional Groups (SIG) which provide support to the at-risk students Peer tutoring is offered 2X week starting in January, budget permitting; Saturday programs will be available starting in January, budget permitting Acuity resources are used to support differentiation of instruction Acuity leaders, data coordinators, and data specialists turnkey Acuity to support teachers and provide data and strategies for improving instruction.
Mathematics: Coach books; SIG; Math Counts and Game 24 for enrichment	During the school day there are Small Instructional Groups (SIG) which provide support to the at-risk students Peer tutoring is offered 2X week starting in Jan. budget permitting; Saturday programs will be available starting in Jan. budget permitting Acuity resources are used to support differentiation of instruction Acuity leaders, data coordinators and the data specialist turnkey Acuity to support teachers and provide data and strategies for improving instruction.
Science: Girls in Science; SIG; Exit Project Classes; Extended Day	During the school day there are Small Instructional Groups (SIG) which provide support to the at-risk students Peer tutoring is offered 2X week starting in January, budget permitting; Saturday programs will be available starting in January, budget permitting Before and After school regents review classes
Social Studies: Exit project classes in Extended day	During the school day there are Small Instructional Groups (SIG) which provide support to the at-risk students Peer tutoring is offered 2X week starting in January, budget permitting; Saturday programs will be available starting in January, budget permitting Before and After school regents review classes
At-risk Services Provided by the Guidance Counselor:	Work with students dealing with academic issues, anxiety, family issues, socialization, bullying prevention etc., as well as various crises. In addition, Guidance Counselors serve as a liaison between students with difficulties, teachers and parents.

At-risk Services Provided by the School Psychologist:	Crisis management, educational profile of at-risk student, informal counseling, family intervention and consultation, teacher consultation, student intervention, as well as pre-referral strategies.
At-risk Services Provided by the Social Worker:	Deal with families of students who might require some extra supports and informal evaluations of students.
At-risk Health-related Services:	Implement drug and alcohol program; provide health services to students on needs basis. Small group and individual counseling during the school day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part I: School ELL Profile

Middle School 158 is part of the CEI-PEA network. The LAP team at M.S.158 consists of Principal Marie Nappi, Assistant Principal, June Dunn, Parent Coordinator Judith Zeka-Leon, ESL teachers, Joanne Coneglio-Vlaco and Jay Pao, Guidance Counselors, Steven Epstein (Grade 6), Elizabeth McNamara(Grade 7), Trudy Gaszy (Grade 8), Claire Park, a Korean counselor provided by Asian Outreach at The Child Center of NY (Tuesdays), Lucienne Toledo, teacher of ESL hearing-impaired students, Speech teacher Rebecca Mostel, Resource room teacher, Joan Weibman, and Subject teachers Lisa Martelli, CORE and Lori Kantor ELA. We currently have two licensed ESL teachers who provide services to all mandated students. One of our teachers is licensed in content area as well. There are 1,058 students presently enrolled in MS 158 and the ELL program is presently providing services to 68 ELLs ; however, with the constant influx of newly admitted ELLs throughout the year, we provide services to approximately 100 ELL students (9% of the student population) yearly.

Part II: ELL Identification Process.

Home Language Survey forms are distributed to all new admissions. These forms are written in a multitude of languages. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek is present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences. ELL instructional programs begin on the first day of school.

Newly enrolled students who are identified as eligible to be tested based on the Home Language Survey are tested with the LAB-R within one week by the ESL Coordinator, a licensed ESL teacher, and are placed in the beginner, intermediate, or advanced program. Letters to parents are distributed in all native languages informing parents and guardians of their child's eligibility to be tested and/or receive services. Once in the program, students are assessed yearly and placed based on their NYSESLAT score.

An orientation program is held in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed. The Orientation Video is shown. Included in this discussion are instructional strategies, activities and programs being implemented to ensure that LEP students meet the standards and pass all required city and state assessments. Any issues and concerns of the parents are addressed at these meetings. As in the past, Program Selection forms are distributed in all native languages to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) at the orientation meeting. For later newly admitted ELL students, this is done as soon as a student is deemed eligible for ESL services. Every effort is made to ensure that parents and

guardians are aware of the program choices that are available at MS 158. If the Program Selection form is not returned within a timely manner, the form is mailed home, and if necessary, the parent coordinator or other staff member who is fluent in the native language will contact the parent or guardian to ensure that the desired program choice is attained. In addition to the "Back to School Night," orientation meeting, special ELL parent/teacher meetings, and other parent/ teacher conferences provide additional opportunities to ensure that program selection forms are returned.

After reviewing the Parent Survey and Program Selection forms for the past few years, there is a predominant choice (95%) of freestanding ESL. This choice has been consistent for many years. Therefore, the program model offered at our school is aligned with parent requests as the trend shows that the parents overwhelmingly prefer ESL classes integrated with mainstream programming.

Part III: ELL Demographics

ELL students are programmed into ELL classes at the start of the school year so there is continuity of services and support at all times. The vast majority of the ELL students speak Chinese or Korean and Spanish in approximately equal numbers. Eight Special Ed students have been x-coded. (Two hearing-impaired students are instructed by a specialist in the field.) Three long-term ELLs have either been designated "x-coded" or "at risk" students and they are seen by the resource room teacher. Approximately 8 students have been in the program 4-6 years, five of which are newly admitted sixth graders, and are making progress slowly as reflected on the NYSESLAT Exam History Report (RLAT). The majority of our students are in the 0-3 years category and are also advancing nicely as reported on the RLAT. There are no SIFE students designated ELL this year.

From the first day of school, beginner intermediate and advanced ELL students receive a full program which includes the four major subjects, P.E. and a foreign language. ELL students are exposed to grade level content lessons with great support. Subject area teachers are periodically instructed in the most effective and up-to-date strategies for teaching their subject to new language learners. Staff development is frequently included at monthly faculty meetings.

All students new to an English language school system are serviced in a beginner level ESL class. At this beginning level, emphasis is placed on many strategies, which include the following:

- Following simple directions
- Understanding and speaking about personal and academic experiences
- Phonetically decoding and understanding common words and phrases
- Writing short sentences and phrases related to familiar topics
- Content area instruction in consultation with mainstream teachers

Mainstreamed ELL students are identified to all subject teachers so that instruction is differentiated to meet their special needs.

We provide services for beginner, intermediate, and advanced students through scheduled classes and a push-in program. ELL students who have participated in an English language school system for less than one year and intermediate students are the target population for these push-in

classes. The beginner and intermediate students are mainstreamed into all major subjects and also receive two periods of ELL instruction daily. During those ELL periods the following strategies are employed:

- Students write organized developed pieces relating to personal and academic interests
- Students are taught to read simple texts on familiar academic topics with fluency and speed
- Focus is on speaking and understanding a range of common vocabulary and idioms

Advanced students, as indicated by scores on the NYSESLAT, receive one period of ESL instruction daily. During those ELL periods the following strategies are employed:

- Students write coherent paragraphs with clear main ideas and supporting details with a sense of audience to prepare for the ELA and the NYSESLAT
- Students can read most grade appropriate texts fluently
- Comprehension is expanded to include concrete and abstract thought
- Students speak about familiar social and academic topics with developing fluency.

All ELL students receive at least one period of explicit ESL services. Additional periods are provided by ESL teachers pushing into mainstream classes. This ensures the proper amount of service for both beginners, advanced beginners, and intermediate levels. English is the language of instruction in all classes. In addition, the native language is encouraged as evidenced by multilingual libraries.

New York State English Language Arts and English as a Second Language Learning Standards serve as the basis for ESL instruction. All programs for ELLs are aligned with the comprehensive Core curriculum. In conjunction, the four skill areas - listening, speaking, reading, and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach.

ESL teachers attend ELA and Mathematics Department conferences and training sessions. During the year, ESL teachers confer with subject area teachers about their common students. In a series of ten formal Congruence Meetings, needs of individual students are discussed.

Instructional materials are diverse and multi-faceted. Content-based materials are used which are designed for the mainstream classroom and the ELL classroom. High interest trade books provide the basis for units of study. Many of these books are set in the native countries of the students. Tapping into prior knowledge, students master new skills using graphic organizers, understand text structure, build vocabulary, learn grammar, use reading strategies and write expository as well as personal essays. A few sample books include:

The Korean Cinderella – fairy tale

Passage to Freedom – social studies content, non-fiction

Out of the Dust – social studies content, non-fiction

Holes – fiction, novel

The Down to Earth Guide to Global Warming – science content

ELLs are given modifications during all assessments. This past school year, those accommodations were extended to former ELLs as well. Students who passed the NYSESLAT from 2006-2008 fell into this category. ELLs are given two modifications on all standardized tests – time and a half and a separate location. In addition, translations are provided for the math exam. Hearing-impaired students are tested separately by a teacher who signs the entire exam.

School policy prohibits failing an ELL on the report card for two years. If a student can generate a passing grade, it is given. If not, the student will receive “P” (passing). Students currently assigned ESL classes as well as “graduates” receive extra support as long as necessary. In addition, these students are assigned to Small Group Instruction (SIG) and Extended Day classes throughout the school year. Students may also avail themselves of a PEER tutoring program.

Although ELL programs in MS158 are in English, there is a constant recognition of the importance of the continued development of native language skills. Maintaining and improving reading fluency in the first language only improves reading ability in English. Therefore multi-lingual libraries are in all the ELL classrooms as well as in the school library.

To facilitate a smooth transition to Middle School, the Guidance Team conducts tours of the entire building in June for the incoming sixth grade classes. All feeder schools participate. Each school is scheduled for a separate date at which time a tour and orientation are held.

ESL teachers work closely with other pedagogues as well as with the administration. Staff development is ongoing. The training includes strategies, inter-visitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELL students.

On March 23, 2009 our teachers participated in a full day of staff development. Teachers were instructed in accessing student data via ARIS. Importance of using the data to drive instruction was emphasized. Workshops were held in differentiating instruction and assessment. Teachers were given a Checklist for Differentiated Classrooms.

Staff Development (2009-2009 activities—tentative dates and ELL-related topics): Staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Balanced literacy for ELL students

ELL in the content area

Use of graphic organizers

ELL strategies and techniques for the mainstream teacher

Scaffolding Instruction for ELLs in the Secondary Schools

Teaching ELL students in the Mainstream classes

All monthly Department meetings address specific strategies to meet the needs of individual subject specialists\

ELL congruence meetings monthly between ELL and Mainstream Staff

Staff development will take place during faculty conferences and on designated staff development days. Topics to be discussed are based on the Learning Standards for English as a Second Language (New York State Curriculum-Building the Bridge) and aligning them to New York State standards for ELA, mathematics, social studies, and science.

Important school school procedures are distributed to parents of ELL students in their native languages. The Parent Coordinator works together with a bilingual team to translate these documents. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek are present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences.

As mentioned before, an orientation program is held in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed.. This year our "Back to School Night" orientation program was held on Tuesday, September 22, 2009 for parents. Included in this discussion were our program overview, instructional strategies, activities, and programs being implemented to ensure that ELL students meet the standards and pass all required city and state assessments. On November 17, 2008 of last year, a second Parent Meeting was held. Interim Assessment exams, and the approaching ELA exam were a focus. In February, a third Parent Meeting was held to discuss the remaining state exams and assess progress to date. Similar Parent Meetings will be held this year as well in November of 2009 and in February of 2010. Any issues and concerns of the parents will be addressed at these meetings. Parents are invited to attend special programs for the ELL classes as well as attending special assemblies.

In addition, parents are invited to celebrate the New Year in our annual Lunar New Year celebration. Parents, students and staff of all cultural backgrounds gather together for a celebration of cultural diversity and exchange.

Part IV: Assessment Analysis

An analysis of data patterns across proficiency levels and grades shows that in grades six to eight there is generally an equal number of beginning, intermediate, and advanced students. Special attention is given to the subtests as reported on the RLAT so that once again, instruction

is differentiated and students' weaknesses are addressed. According to the RLAT, most students need extra support in reading and writing as opposed to speaking and listening. This is a common pattern for ELLs.

Over the course of the year, at several meetings of the Language Allocation Policy Team, which includes representatives of all stakeholders, analysis was made of ELL progress as indicated by the NYSESLAT. By examining the RLAT which shows NYSESLAT and LABR results over several years, it became obvious that marked progress is being achieved by most ELL students. The results of the 2008-2009 New York State standardized tests indicated with continued content-based ELL instruction, staff development and adhering to congruence, our ELL students have and will continue to progress. The consensus is that by and large ELL students are succeeding, but that the goal is to ensure that all succeed.

Transitional support for students Marie Curie Middle School 158 follows a multi-faceted approach regarding intervention strategies and programs for all ELLs. The needs of these students are varied and assessment is used to drive instruction. All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading.

In addition to the above, there is specific emphasis based on the individual needs of long term ELLs. Based on an analysis of the NYSESLAT, needs for specific long term ELLs have been identified. These identified needs are in the areas of listening, writing, reading, and speaking. Special education students have been included in this analysis. Their greatest needs are in the areas of reading and writing. For long term ELLs the interventions are:

- Listening; Title III extended day and Saturday classes are available for all ELL students. Staff development has specifically addressed the needs of these ELL students to focus on listening skills.
- Reading: Long Term Ells are provided with extra periods of ESL instruction beyond their required units.
- Writing: Long term ELLs are paired with other students to provide them with specific skills in writing. They also are given extra periods of ELL instruction.
- Special Education: Teachers and Paraprofessionals provide tailored differentiated instruction based on long term ELLs assessed needs as indicated in their IEPs.

Individual prescriptive and diagnostic plans are designed to facilitate tutoring and instruction. Counseling and referrals for related services are given based on need. Appropriate bilingual related services are available.

Transitional support for students reaching proficiency on the NYSESLAT is a key element of the continuum of services for ELLs. Research has shown that students do not achieve CALP (Cognitive Academic Language Proficiency) for an average of six years. Therefore, continuing support is necessary. This is done by identifying students who have recently passed the NYSESLAT and disseminating this information to the school community. These students continue to be qualified for extended day service with a focus unique to their needs.

The extended day of 37.5 minutes is mandated for ELL students. A before school Title 3 program is provided staffed by a certified ESL teacher every morning at 7:20 AM until 8:00 AM. As always the purpose of all ELL instruction is to provide enhanced services for ELL students in the areas of listening, reading, writing, and speaking with the goal of lifting English ability to the level of proficiency as quickly as possible. The 37.5 minute small group additional instructional period as well as Title 3 services gives us a unique opportunity to focus on the areas of speaking and listening. A

variety of instructional activities will take place including, creating and performing dialogue, discussion of academic and social issues, conversation about the news of the day, explicit guidelines on how to participate in main stream activities, and a general sharing of any and all concerns. In this way ELL students will be given the verbal and listening skills, in connection with their reading and writing skills, necessary for school success.

In addition there are two after-school programs and a Saturday program which include ELL students (TASC, Beacon and Project Achieve). ELL students participate in all after school teams and activities available to the mainstream population.

On March 16, 2009 a Mock Quality Review was conducted to evaluate progress in meeting the Chancellor's goals. The new mandates are directed at increasing the use of data as a means to improve student achievement.

On March 23, 2009 our teachers participated in a full day of staff development. Teachers were instructed in accessing student data via ARIS. Importance of using the data to drive instruction was emphasized. Workshops were held in differentiating instruction and assessment. Teachers were given a Checklist for Differentiated Classrooms.

ESL teachers work closely with other pedagogues as well as with the administration. Staff development is ongoing. The training includes strategies, inter-visitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELL students.

Support is continued until the students have reached proficiency as measured by the NYSESLAT. English is the language of instruction in all classes.

New York State English Language Arts and English as a Second Language Learning Standards serve as the basis for ELL instruction, assessment and the success of our programs for ELLs.. All programs for ELLs are aligned with the comprehensive Core curriculum. ELL teachers attend ELA and Mathematics department conferences and training sessions. In conjunction, the four skill areas, listening, speaking, reading and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach

M. S. 158 has been cited for exemplary success in its ESL program. Our goal is to maintain and build on this success.

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 26 School Building: MS158

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To:8:44	Science	Science	Science	Science	Science
2	From:8:48 To:9:32	Math	ESL	ESL	ESL	ESL
3	From:9:36 To:10:20	ESL	Health Education	Math	Health Education	Spanish
	From:10:24 To:11:08	Spanish	Spanish	Math	Social Studies	ELA

4						
5	From:11:12 To:11:56	ELA ESL PUSH IN	Math	ELA ESL PUSH IN	Math ESL PUSH IN	ELA ESL PUSH IN
6	From:12:00 To:12:44	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:12:48 To:1:32	Physical Education	Social Studies ESL PUSH IN	Social Studies	Spanish	Math
8	From:1:36 To:2:20	Social Studies	ELA	Physical Education	ELA	Social Studies

9	From:2:20 To:2:57.5	Extended Day	Extended Day	Extended Day	Extended Day	Extended Day
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-8 _____ Number of Students to be Served: 68 _____ LEP N/A Non-LEP

Number of Teachers 2 Other Staff (Specify) June Dunn Assistant Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Title III

All our ELL students are being serviced during the regular school day. The students are part of a pull out/ push-in program which meets the necessary number of periods to be in compliance. The Title III funding provides services for our ELL population in the following ways:

Provide differentiated instruction through small group instruction in the content areas of ELA, Math, Social Studies, and Science. This will be done using an ELL approach based on NYS ESL Learning Standards. Students will be taught to listen, speak, read, and write in English for 1) information and understanding 2) literacy response, enjoyment, and expression 3) classroom and social interaction and 4) cross-cultural understanding and knowledge. This instruction will take place early in the morning before school and on Saturdays. Exit from program is based on scores obtained on the NYSESLAT in May. The program will be serviced by 2 certified ELL teachers. It will begin on December 1, 2009 and last for 30 weeks and is available to all ELLs in grades 6-8.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development is ongoing throughout the 2009-2010 school year. The ESL teachers meet with the content area teachers for congruence. There are several PD conferences scheduled for the school year. We will use Election Day, November 3rd to discuss strategies that should be utilized to assist the ELL population, with the entire staff. In addition, we have scheduled 3 PD conferences for March 8th, April 16th, and a full day of professional collaboration among our staff on March 19th to discuss the following strategies:

ELL in the content area

MAY 2009

Use of graphic organizers

ELL strategies and techniques for the mainstream teacher

Scaffolding Instruction for ELLs in the Secondary Schools

Teaching ELL students in the mainstream classes

All monthly department meetings address specific strategies to meet the needs of the individual subject specialists.

ELL monthly congruence meetings between ELL and Mainstream Staff

Staff development will take place during faculty conferences and on designated staff development days.

Topics to be discussed are based on the Learning Standards for English as a Second Language(New York State Curriculum-Building the Bridge) and aligning them to the New York State standards for ELA, Mathematics, Social Studies, and Science.

Form TIII – A (1)(b)

School: Middle School 15Q BEDS Code: 342600010158

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	2 teachers-143 hours over 23 weeks@ 49.89 7134.27 1 Supervisor 30 Hours @ 52.21=1566.30 (8,700.57)	143 hours of per session for 2 ESL teachers over 23 Weeks support ELL Students: x \$49.89 Early morning and Saturday Academy 1 Supervisor 30 hours over 10 weeks @ 52.21 Saturday Academy.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	1676.00	Staff Developer, Ron Attivissimo of Classroom Inc. working with teachers and administrators 2 days a week on development of curriculum enhancements for ELL students 10 days of substitute teachers @\$167.60= \$1676.00

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(\$3,112.97)	Books and other classroom supplies
Educational Software (Object Code 199)	(\$1,500)	Classroom Inc. software and program supplies.
Travel		
Other		
TOTAL	14,989.84	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The assessment tools that were used to determine the written translation needs of MS 158 were:

- The Parent Coordinator, Judith Zeka Leon, sent out a survey to all adult members of the school community including parents and professionals
- The OTELE report was run
- HLS forms reviewed
- Guidance assessment
- Classroom teacher requests
- PTA surveyed the parents to determine the home languages to increase parental involvement

Based on these sources written translation needs were identified for Spanish, Korean, Chinese and Greek

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.

The assessment tools that were used to determine the written translation needs of MS 158 were:

- The Parent Coordinator, Judith Zeka Leon, sent out a survey to all adult members of the school community including parents and professionals
- The OTELE report was run
- HLS forms reviewed
- Guidance assessment
- Classroom teacher requests
- PTA surveyed the parents to determine the home languages to increase parental involvement

Based on these sources written translation needs were identified for Spanish, Korean, Chinese and Greek.

Part B: Strategies and Activities

3. 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.

MS 158 would provide the following documents in these targeted Languages, Chinese, Korean, Greek, and Spanish:

- Student report cards
- Student progress reports
- PTA notices
- Open School invitations
- Special events/activities
- Announcements
- School newsletters
- DOE notices not already translated
- School calendar

By providing the documents as listed in the targeted language we hope to provide a community outreach to all parents. By doing this we hope to achieve a more positive participation from parents of all students, regardless of the language.

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

The assessment tools that were used to determine the oral translation needs of MS 158 were:

- The Parent Coordinator, Judith Zeka Leon, sent out a survey to all adult members of the school community including parents and professionals
- The OTELE report was run
- HLS forms reviewed
- Guidance assessment
- Classroom teacher requests
- PTA surveyed the parents to determine the home languages to increase parental involvement

Based on these sources oral translation needs were identified for Spanish, Korean, Chinese and Greek.

The following are examples of situations where oral translations may be necessary:

- Student admissions
- ELL parent orientations
- PTA meetings
- Open school conferences
- Special events
- Parent workshops
- Group or individual parent meetings
- Counseling
- Telephone communications

We are planning to provide the following services to meet the needs as described above:

- Teacher/Paraprofessional oral translations
- Outside school retired BOE employees to translate during the day
- Outside agencies to provide oral translation
- Bilingual guidance counselor from an agency

5. 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>.

As students are registered we give them HLIS. The Parent Ethnic Survey in their language and also the translated forms for registration and we inform the parents of the location of the Bill of Rights

<http://schools.nyc.gov/rulespolicies/parentsbillofrights/parents+bill+of+rights+and+responsibilities.htm>

BUDGET NARRATIVE: What you will buy with the funds and how you will use what you budget?

Examples:

- 20 hours of teacher per session for Spanish bilingual teacher to provide parents with interpretation services during PTA meetings.
- Contractual services: World Translation Company, \$800 to translate parent PTA notices, school into Malaysian.
- Translation equipment

Budget Category	Explanation
<u>Personnel</u> such as teacher per session for paraprofessional (bulk jobs) 20 x \$45.13= \$902.60 w/o fringe \$839.80	20 hours: Bilingual Korean, Spanish and Chinese guidance counselors to translate at meetings and prepare written documents
<u>Purchased services</u> such as contractual translation or interpretation services	
<u>Supplies and materials</u> Paper cost \$1,981.40	Paper to send out translated notices in all targeted languages; Promotion in Doubt letters;

	Progress reports; Principal Monthly letter;
<u>Local travel</u> for staff providing translation/interpretation services	
TOTAL \$ 2884	

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$367,461	\$367461
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3675	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$18,372	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		none	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

attachment K

Title I Parent Involvement Policy and Parent-School Compact for MS 158Q¹

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a Parent Involvement Program that will ensure effective involvement of parents and community in our school. Therefore MS 158Q [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 158Q'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 Advisory Council, as trained volunteers and welcomed members of our school community. MS 158Q will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, and Section 1118 of the No Child Left Behind (NCLB) Act.

MS 158Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS 158Q 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, MS 158Q will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a ²dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

² Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual 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; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help.

MS 158Q will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;

- Establishing a Parent Resource Center or lending library; instructional materials for parents:
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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.

Section II: School-Parent Compact

MS 158Q, *[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. MS 158Q's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;

- Maintaining and enhancing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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 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; and

- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- 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; and
- Planning activities for parents during the school year (e.g., Open School Week);

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; and
- 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.

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. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - Respond to surveys, feedback forms and notices when requested;
 - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

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

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; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) is being distributed for review by Lori Butera District 26 Parent Representative on November 24, 2009.

This Parent Involvement Policy was updated on October 30, 2009.

The final version of this document will be distributed to the school community on TBA and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See page 10 and 11

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All staff are highly qualified and will be updated upon completion of the BEDS survey.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers are provided with ongoing professional development throughout the year. Our SSO and team colleagues, Inquiry teams and Assistant Principals conduct action research to provide optimum PD and strategies for effective teaching. Our PPC provide behavior intervention strategies and communicate them to the faculty to support our at risk students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**
6. Strategies to increase parental involvement through means such as family literacy services.
MS 158Q is in the process of developing a Parent Involvement Policy
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
MS 158Q is trying to implement more collaborative time though out the day.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All targeted students are identified by ARIS, Acuity, ATS , nyStart reports as well as progress reports. Once identified the students are programmed for Small Instructional Groups, Extended Day programs, Guidance and Student Support Teams also provide needed services. Adult mentor volunteers also assist in maintaining organizational skill, academic support and emotional support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **N/A**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

³ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)⁴ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

⁴ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Marie Curie Middle School has a wide range of macro and micro mechanisms which have been and are continuing to be used to examine alignment issues in the area of ELA. At the macro level, there is continual school-wide staff development which familiarizes all staff members with the ELA curriculum standards. The state ELA standards were provided to all teachers and particular strands of those standards formed the basis for staff development throughout the year and across all subject areas. As a faculty exercise, teachers were encouraged to consider those parts of the ELA curriculum which were and are relevant to their subject area. Additionally, this type of investigation has been carried out by the School Based Inquiry Team. A random sample of students from every grade level was chosen as well as teachers from various subject areas. The Inquiry Team and the selected teachers used Acuity to track these students: students' general ELA level was assessed as well as the depth and breadth of their literacy competencies. The teachers on the Inquiry Team used Acuity to analyze deficiencies and to provide appropriate instruction. Students who exhibited grade appropriate competencies were given instruction to enhance that area. The Inquiry Team will continue during the 2009-10 academic year on a school wide basis with a view to providing even more individualized instruction. Every teacher has access to the scores of every student they teach and time has been made available at professional development meetings to learn to use ARIS and take advantage of the data available. At the micro level, every teacher has been given and will continue to be given the opportunity to be observed giving a lesson based upon measurable objectives aligned with state standards and the needs of the particular class being observed. Teachers and supervisors meet for a pre and a post-observation conference at which the teacher is encouraged to reflect upon the ways in which the lesson aligned with the state standards and demonstrated a measurable depth of understanding of the skill being taught. Additionally, each teacher has access to the New York State Standards, both on-line at available school computers and on paper and every teacher has received a hard copy of the ELA standards which are under consideration at school wide staff development meetings.

1A.2 Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to the steps which have been taken and are outlined in 1A1, student scores on ELA tests exhibit no glaring weaknesses in any particular area (88.7%). In terms of specific subgroups, our school has received and is continuing to receive credit in the area of “Exemplary Proficiency Gains” in ELA as it relates to English Language Learners (17.9%), Special Education Students (25.5%) and Students in the Lowest Third Citywide (42.3%). (Other categories are not measured as there are fewer than 15 students in those categories).

One difference in the coming year will affect the ELL students and their teachers. This year, due to school reorganization, there will be no “Newcomers Class”. Students with little or no understanding of English were brought into the school community in a special class with intensive instruction in English and grade level appropriate instruction in all the other subjects from five to seven months. Because this class has been eliminated, teachers will have to develop new strategies and methodologies both in ELA and other subject area classes to cope with the generally lower level of comprehension of some English Language Learners. Support will be available from the teachers certified in TESOL at general faculty and congruence meetings between subject area teachers and TESOL teachers which are ongoing but will be even more significant due to the reorganization. Additionally, training will be available through professional development.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than as a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except

for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In a process similar to that of the ELA department, mathematics teachers had opportunities during school wide professional development to examine data at a generalized level and a skill content level. Curriculum is aligned at department meetings both vertically as teachers have to opportunity to discuss the level of skills that they expect to develop in each grade and horizontally as teachers align lessons with others teaching at the same grade level while still making appropriate provisions for the needs of the students in individual and class groups. As with the observations of the ELA department, teachers are asked to provide a specific measurable curriculum objective which is in alignment and also to show how they make provisions for developing the skill to a certain depth. Teachers have been instructed in the use of ARIS and ACUITY and thus are able to access both the students' general mathematics achievement and their specific weaknesses. Instruction can then be tailored to suit the needs of the individual student as well as the class in general. Additionally, each teacher has access to the New York State Standards, on-line at available school computers and every teacher has received a hard copy of the mathematics standards which are under consideration at school wide staff development meetings and at department meetings. To assist teachers and provide appropriate materials, new textbooks which align with New York State standards were purchased.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Analysis of scores in the New York State test show a high level of mathematics mastery in the school population (92.6%) as a whole and analysis of individual students show considerable depth of understanding as well. According to the School Progress Report, an examination of high needs students received Exemplary Proficiency Gains in every area: English Language Learners (26.9%), Special Education Students (26.4%), Hispanic Students on the Lowest Third Citywide (56.5%), Black Students in the Lowest Third Citywide (41.2%), and Other Students in the Lowest Third Citywide (56.3%). The process outlined above are ongoing; as more data is made available and the information contained in these databases becomes more complex, the math department continues to modify and enhance its program.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers received in-service professional training in various techniques and strategies, held discussions at departmental meetings and were able to make interclass observation visits to observe various techniques and strategies. Administrators worked with teachers at pre and post classroom observation meetings to encourage innovative strategies and to match the objectives of the lessons with appropriate instructional techniques.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school's Quality Review points out that one of the things the school does well is to engage the students in a high quality curricular instruction. The teachers are seen as being skillful at making learning enjoyable.(p. 4). Teachers use many varied strategies for producing this result; direct instruction is only one strategy that is used at Marie Curie.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM⁵)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the Quality Review from the previous year, the technology issue was included in a general comment about how teachers at Marie Curie Middle School. (p. 7) managed to make instruction come alive despite limited technological equipment. During the next school year, the principal and other administrators began to equip many classrooms with SMART boards and provided extensive ongoing training which will continue during the 2009-2010. Teachers in the Math department as well as all other departments make frequent use of the workshop method and use cooperative learning in the classroom. Carts with laptop computers that connect to our wireless network can be brought into any classroom on any floor.

⁵ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers and students make extensive use of SMART boards in almost every classroom. They have been made available in all Math classrooms. The building is currently receiving its third generation of SMART boards and teachers new to the building are being and will be trained in their use. Teachers already trained are continuing to receive more advanced instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In past years, Marie Curie Middle School has had a highly stable teacher population. The Quality Review offers the observation that the school offers excellent support to new and transfer teachers which allows them to feel "at home" very quickly (p.7). At the beginning of the school year, more experienced educators are paired up with new teachers to help them make the transition to the school. New teachers report that this helps them to improve professionally. The atmosphere of the school has made it a highly desirable place of employment. Because the highly stable teacher population has begun retiring, the principal has worked hard to add experienced teachers to the school faculty.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to the School Survey, there are no teachers at Marie Curie who have had less the one year's experience, 5 have had 1 to 3 years experience, 50 have had 4 to 10 years experience, 12 have had 11 to 15 years experience and 33 have had more than 15 years experience. (p. 11)

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school did not need to engage in a process for determining this particular key finding as there is a continuing process to make teachers aware of these opportunities. They are posted on the bulletin board where the teachers check in, announced in the Principal's Weekly Bulletin and part of the in-service staff development program. The reorganization of the school with the elimination of the "Newcomers Class" has presented a more urgent need to educate teachers in more intensive ELL techniques.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although the question of teachers knowing about the availability of ELL training is not applicable to Marie Curie Middle School, the principal and staff have identified acquiring new ELL techniques as a top priority. A further effort will be made during this school year to allow teachers to avail themselves of these training opportunities. In-service training in ELL techniques have always been a part of staff development but the number and intensity of such opportunities must be increased and deepened.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

During the past year, an Inquiry Team was formed to do preliminary assessment of students. ELL students were included in the survey group. The data specialist made it a point to inform the subject teachers of information regarding ELL students. At congruence meetings, teachers were informed by the TESOL teachers of the NYSESLAT scores in the context of what the students should be able to achieve in their classrooms. Additionally, in discussing individual students, subject teachers and ELL teachers were able to set goals for the ELL students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The existence of a congruence process coupled with informal consultations between TESOL and subject teachers show that the data concerning ELL students is available to classroom teachers. In addition, the Exemplary Proficiency Gains of the ELL students (17.9%) offer data supporting the assertion that ELL students are being appropriately educated. During the 2009-2010 school year, additional and more consistent processes need to be developed that will give more usable information to the classroom teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general

education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, administrators and guidance staff distributed complete IEPs to each teacher of the students with disabilities. Instructions were given with regard to the security of these records. Guidance counselors, SETTS teachers, and/or assistant principals were available to discuss the modifications needed for each student with their teachers. IEPs in Marie Curie School did cover behavioral issues and where students had behavioral issues this was indicated. Additionally, a list with specific testing modifications was distributed to each teacher. Students with modified promotional criteria were identified to teachers and discussions of the modified criteria were conducted. Additionally, Special Education students are routinely programmed for inclusion in the regular classroom not only in the music and arts programs but in the subject area classes. According to the Quality Review, "The school goes out of its way to welcome and include special education students on the same campus". (p.7)

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Both socially and academically, Marie Curie has educated its teachers about students with disabilities (see above) and students are included in all school activities (see above Quality Review comment) as well as making Exemplary Proficiency Gains in both ELA and Math, i.e. (24.5% and 26.4% respectively)

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, administrators and guidance staff distributed complete IEPs to each teacher of the students with disabilities. Instructions were given with regard to the security of these records. Guidance counselors, SETTS teachers, and/or assistant principals were available to discuss the modifications needed for each student with their teachers. IEPs in Marie Curie School did cover behavioral issues and where students had behavioral issues this was indicated. Additionally, a list with specific testing modifications was distributed to each teacher. Students with modified promotional criteria were identified to teachers and discussions of the modified criteria were conducted.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Marie Curie has had good success with students with IEPs both academically and socially. In Math, Special Education students have made Exemplary Proficiency Gains (26.4%), and in English Language Arts as well (25.5%).

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
NONE
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.