



**THE MARIE CURIE SCHOOL
FOR MEDICINE, NURSING & HEALTH PROFESSIONS**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (10X237)
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X237 **SCHOOL NAME:** The Marie Curie School for Medicine,
Nursing & Health Professions

SCHOOL ADDRESS: 120 West 231st Street Bronx, NY 10463

SCHOOL TELEPHONE: (718) 432 - 6491 **FAX:** (718) 796 – 7051

SCHOOL CONTACT PERSON: Diane Goldstein **EMAIL ADDRESS:** dgoldst7@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: George Ludovici

PRINCIPAL: Rodney Fisher

UFT CHAPTER LEADER: Judith Hall

PARENTS' ASSOCIATION PRESIDENT: Yvette Vasquez

STUDENT REPRESENTATIVE: Dinabel Fermin
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Empowerment

SSO NETWORK LEADER: María Cristina Jiménez

SUPERINTENDENT: Sonia Menéndez

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
Rodney Fisher	*Principal or Designee	
Judith Hall	*UFT Chapter Chairperson or Designee	
Yvette Vasquez	*PA/PTA President or Designated Co-President	
(Yvette Vasquez)	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ruth Rivera	DC 37 Representative, if applicable	
Dinabel Fermin Gavy Castro, Shasae Martínez Devin Sepulveda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Russo	CBO Representative, if applicable	
George Ludovici	Member/Teacher - Chair	
Matthew Mazzaroppi	Member/Teacher	
Nancy Alvarez	Member/Parent	
Jannette Rodriguez	Member/Parent	
Sharon Jhagroo	Member/Parent	
Patricia Sanchez	Member/Parent	

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

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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.

The Marie Curie School for Medicine, Nursing & Health Professions is a small, but dedicated and involved, learning community. We believe that our achievements are directly related to our student-centered approach, purposeful planning, and the small learning communities we have established. We provide students with a well-rounded education while preparing them for admission to post-secondary schools for study and preparation for careers in the fields of medicine, nursing and health-related professions. Graduates will succeed as a result of a challenging math, science, and interdisciplinary curriculum. Subject areas are infused with various themes, skills, and contemporary issues prominent in the field of health. Students will master skills in literacy, technology, and community responsibility. We are pleased that we use our resources wisely and are able to offer a great variety of opportunities, despite our small size.

Our most distinctive feature is that we offer students a ladder Health Internship Program. 10th, 11th, and 12th grade students on track for graduation participate weekly in an internship with a health care agency. The students shadow health care professionals and interact with patients for three years during their high school careers, giving them an advantage when seeking the appropriate path to fulfill their dreams of a future in the health service industry, as well as a rewarding experience in providing service to others. Articles have appeared in the NY Daily News and the Riverdale Press about the interactions of our students and senior citizens in a health facility. Our partnerships, which include hospitals, nursing homes, (NY Presbyterian Hospital, Jacobi Medical Center, North Central Bronx, Jewish Home & Hospital Geriatric Career Development Program, St. Patrick's, Terrace Center, Riverdale Veterinarian, New York City Department of Health and Mental Hygiene, Riverdale Mental Health Clinic, Riverdale Neighborhood House) provide students with academic support, mentoring and extended learning opportunities.

MCS is fortunate to be supported by a number of community-based organizations, including Mosholu Montefiore Community Center, Lehman College, Mentoring in Medicine, NYS Department of Mental Health, Empowerment School Support Organization network team, and the Bronx ISC. We have a very strong partnership with MMCC and they provide support in a number of ways: On-site college office team that supports students with college choices and visits, the college application process, college exam applications, and collaborates with ELA teachers on college essay process, Lehman College provides college level courses carrying college credits as part of College Now; courses for 9th and 10th grade students, professional development for 9th and 10th grade teachers, Teacher Academy for math and science teachers.

Extracurricular activities fall into three categories: leadership & support (Student Government Association, Wellness Center, Mentoring in Medicine), academic (SAT Prep Program, Extended Day/Credit Recovery, After-school Tutoring, Saturday Regents Prep Program), and sports and recreation (yoga, soccer, volleyball, basketball, cheerleading, performing arts, for music and dance, French).

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	The Marie Curie School for Medicine, Nursing, and							
District:	10	DBN:	10X237	School BEDS Code:	321000011237			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8	√	12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
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		91.4 / 89.2	90.9/86.8	90.8/ 88.0	
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		94.4	94.5	93.6	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	68	66	0		78.1	74.8	84.1	
Grade 8	71	66	62					
Grade 9	89	102	134	Students in Temporary Housing - Total Number:				
Grade 10	90	70	79	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	91	85	61		4	2	15	
Grade 12	0	80	69					
Ungraded	1	0	0	Recent Immigrants - Total Number:				
Total	410	469	405	(As of October 31)	2006-07	2007-08	2008-09	
					6	6	3	
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	
# in Self-Contained Classes	9	3	4	Principal Suspensions	23	7	17	
# in Collaborative Team Teaching (CTT) Classes	1	18	24	Superintendent Suspensions	1	2	2	
Number all others	24	32	27					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	45	46	47	Number of Teachers	25	30	31	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	3	Number of Administrators and Other Professionals	3	7	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	5	5	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	16.0	30.0	64.5
				% more than 5 years teaching anywhere	28.0	26.7	22.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	68.0	67.0	71.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	96.0	100.0
American Indian or Alaska Native	0.7	1.3	1.2				
Black or African American	32.2	30.3	27.9				
Hispanic or Latino	63.4	64.6	66.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	2.6	2.5				
White	2.2	1.3	1.7				
Male	21.5	23.2	19.5				
Female	78.5	76.8	80.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√	√	√	
Ethnicity							
American Indian or Alaska Native		-	-	-	-	-	
Black or African American		-	-	-	√	√	
Hispanic or Latino		√	√	√	√	√	
Asian or Native Hawaiian/Other Pacific Islander		-	-	-	-	-	
White		-	-		-	-	
Other Groups							
Students with Disabilities		-	-	-	-	-	
Limited English Proficient		-	-	-	-	-	
Economically Disadvantaged		√	√	√	√	√	
Student groups making AYP in each subject		3	3	3	4	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B/A	Overall Evaluation:	√
Overall Score:	58.3/ 85.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	7.3/ 10.7	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	18.5/ 24.4	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	32.5/ 43.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	NR/ 7.0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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?
-

The Marie Curie High School for Medicine, Nursing and Health Professions is in its sixth year of operation. Our first graduating class attained a graduation rate of 88% with over 80% of our graduates going on to attend post secondary education. Last year, we are estimating that we attained a graduation rate of about 89%. We earned an A on our high school Progress Report for the '07 – '08 academic year and we were ranked number 10 out of the 273 New York City high schools by the NYC Department of Education, according to the list printed in the November 17th issue of The New York Times. We have also received an A for the '08 – '09 academic year. Our health theme is strong as we continue to expand our thriving internship program by forming partnerships with additional hospitals and health facilities.

The first 2 cohorts were more on track with a higher number of Regents passed earlier than the current 11th and 12th grades. Consequently, we will be targeting the graduation cohort as a priority for support services as one of our goals. With an increasing number of students with individual education plans (IEPs), the number of students having difficulty passing Regents exams has increased. Students receiving special education teaching support services (SETSS) tend to have a higher success rate than students in need of a smaller setting. It is a challenge for us to meet their needs; however, after school and Saturday sessions are offered to provide supplemental supports for our low achieving students. We have noticed that many special education students choose a school for its location or a program that sounds good, rather than for the services it offers. Guidance counselors should provide more support to the students by assisting them in using the high school directories to make more informed choices.

English language learners are not passing Regents exams at the same rate as other students. Long-term ELLs tend to have comprehension difficulties because they are expected to rise above their literacy levels in their native languages. Although they have received ESL services prior to high school entry, the emphasis appears to have been literacy and social situations. They are not sufficiently prepared for the rigors of the high school content area courses. Consequently, we will provide ESL services in the content areas, in addition to the literacy in the ELA classes. This will allow us to go above and beyond the required number of minutes/periods of ESL/ELA support services mandated by NYS. For example, the ELLs are not sufficiently able to express their ideas in English to write acceptable responses to the document based questions (DBQs) and other essays on the Global Studies Regents. Additional support will be provided in the content area to enable the students to access the content and overcome language barriers to their passing.

Marie Curie's successes include the high percentage of high school students earning ten or more credits each year and passing their Regents exams with a score of sixty-five or above. This is due to the school's strength in using data analysis as part of major planning initiatives. Professional development sessions for sharing of best practices, modeling of lessons, strategies, techniques, and development of curricula, in many different venues,

including administratively organized lab sites, monthly grade level, weekly new teacher mentoring, weekly department, monthly faculty, monthly new teacher, conferences and meetings, as well as teacher organized collaborative planning sessions. Teachers also visit schools within our network to observe best practices. The Senior Achievement Facilitator, network support staff, Acuity, Scantron, and other interim assessment representatives are sources of professional development in understanding, gathering, and using data in our planning. In order to improve student performance, the staff of Marie Curie makes use of data from summative and formative assessments such as the NYS ELA and Math Exams administered to 8th graders, NYS Regents exams for high school students, interim assessments, journals, lab reports, class, and homework assignments, in addition to low inference observations by staff and administration.

The school is part of a network PAN grant initiative for professional development to utilize assessment for learning (AFL). This will place considerable emphasis on active engagement of students being at the center of the learning process. Students will not only be supported to self and peer assess, but will also become involved in school-wide and classroom inquiry and research providing a much-needed perspective to enact reform at those levels of learning. Deep knowledge of students is expected to help us move beyond merely tracking students but to support personalized learning in differentiated contexts. In addition, we trust that the development of school's diagnostic capacity will support and sustain their school improvement activities.

As part of this program, last year 8 staff members participated in training sessions to prepare them to participate in this study. Two of the members of the team went for monthly training in a series of teaching and learning modules which they turnkeyed for other staff members. The team included MS and HS staff, ESL and SE services providers, and representatives of the four core disciplines. We are now in the second year of this grant and further training will be provided. Additionally, there will be more time focused on analyzing current practices to establish best practices for the school. Improved instruction will result in higher achievement for all segments of the school community.

English language learners and students with IEPs are traditionally at a disadvantage in meeting graduation requirements because of their deficiencies. Our teachers and support staff are collaborating to meet the needs of these two populations. ESL teachers participated in QTEL training last summer and turnkeyed the learned techniques for colleagues over the course of the year. Study groups will be formed to learn new strategies for scaffolding instruction for both ELLs and IEP students. The contract for excellence allocation is being used to fund lab sites and coaching staff to improve instruction to raise achievement levels. These two populations will benefit from teachers collaborating with coaches and colleagues in the lab sites to find more effective practices to meet the needs of ELLs and IEP students.

Another strength has been our health and wellness internship program for our 10th -12th graders at numerous health facilities throughout the Bronx and Manhattan. Marie Curie also has an ongoing positive relationship with our lead partner The Mosholu Montefiore Community Center, which has played an integral part in our staffing, creating our college center as well as assisting our students with summer jobs and transportation to their internship programs. This program is a highly regarded opportunity for our students and as such, it motivates students to succeed in other areas of the high school experience to qualify for participation in internships.

Other accomplishments have been hiring dedicated and committed staff members who have our students' education and interest at heart. We have also created a positive and safe learning environment in which both students and staff are invested in Marie Curie.

One of our biggest challenges has been supporting students whose program needs are not aligned with our course sequence. As a small school, cohorts of students traditionally travel together, share subjects and teachers, form strong bonds, and support each other, in a nurturing environment created by small groups of caring teachers and support staff. Balancing the philosophy of the school for the strong student centered supportive environment with the unique needs of some students, we have created personalized schedules for individuals. In this way, they benefit from the best of both worlds, being enrolled in classes that meet their needs and attending classes with students who are within their grade cohort. Additionally, we have purchased services from Aventa, an online credit recovery program. These new measures will enable more students to graduate on time. We are concentrating our efforts to support our current seniors and students who should be seniors to make-up

courses/credits toward graduation and pass the remaining Regents exams still standing in their way toward on-time graduation.

Our newest challenge is the declining school budget, due to citywide cuts and declining enrollments with the increasing number of new small schools. Previously, we were able to keep classes small on all grade levels. However, our 9th grade enrollment is extremely high this year and our classes are at the maximum allowable levels. This is a barrier to the development of relationships and the more personalized classroom attention in a small, nurturing community. To counter this problem, we are creating small group opportunities for students in our after school and Saturday academic programs, as well as our cultural and recreational activities. In addition, many of our teachers, by choice, spend many hours both before and after the regular school day in the building. Students seek them out for small group conversations, assistance, and attention. Advisory has been reinstated this year which will allow for some small group settings during the school day. Social workers and guidance staff are available to meet with students and support them in getting the assistance they need.

We are constantly looking at ways to increase our parental engagement and involvement within our school. Our parent coordinator is still in her first year and is taking advantage of all opportunities to increase her skills. Marie Curie also has a new PTA President, Secretary and Treasurer who have been reaching out to parents and staff members to brainstorm activities, workshops, events and fundraisers for our school this year.

As a result of our data analysis of scholarship reports and transcripts, we have noticed that students, who enter high school not meeting NYS standards in math, tend to have difficulty in accumulating credits in math required for graduation. Consequently, we will be targeting 9th grade students entering with NYS math scores of level 1 or low level 2 for additional supports. A school based inquiry team will work with the bottom third students for math to raise their math levels and prepare them for more advanced math courses.

As part of our Inquiry Team study over the last 2 years, we noticed that our 9th graders were not doing as well as other groups. To address this mid-year, we established a Saturday Learning Academy. Many 9th graders attended summer school to make-up credit deficiencies. As a result, we looked carefully at our incoming 9th grade. We reviewed their academic achievements, analyzing the data from the NYS 8th grade exams in ELA, math, social studies, and science. From the data, we determined that there were a sufficient number of entering students who would benefit from a more scaffolded program incorporating foundation courses, skills building, and independent work habits development. On the other hand, we also noted the number of students entering with high school credits and passing Regents grades. Consequently, we established a 9th grade honors program, a 9th grade advanced math track with parallel programming, and a skills building track with a foundations in science course to strengthen the skills required for success in Regents science courses, and a literacy in the content area program as well to support the students in understanding and using text books, charts, graphs, and other support materials for success in content area courses. Going into the second year, we reassessed the situation. We revised our support program to be more rigorous to better serve the needs of the students. We also increased the variety of courses offered to the students in our honors program. We believe that this will enable more of our 9th graders to make satisfactory progress through their high school careers.

We will continue to follow both last year's 9th grade as 10th graders and this year's 9th grade to see which elements of both programs result in greater achievement for our students. In addition, to meet the needs of our higher-level students in other grades and offer more rigorous instructional levels, we have instituted AP courses for the first time. This year, we will be offering an AP course in ELA for seniors and an honors US History course for juniors.

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.

Goal #1

After conducting our needs assessment, we determined that our 11th grade cohort includes a large number of at-risk students who have been struggling to meet academic requirements, specifically passing New York State exams required for graduation. As a result, we decided to make it a priority for this cohort to meet the standard for a NYS English exam.

By August 2010, 80% of the 11th grade students, including ELLs, students with IEPs, bottom third, and at risk students, will meet the New York State English Language Arts standardized test graduation requirement.

Goal #2

Over the past three years, we have noticed that accumulating credits in math has been difficult for the students in the bottom third. Therefore, we decided to concentrate on building math skills in the first year of high school to raise student achievement in math.

By August 2010, 80% of the students in the bottom third in the ninth grade will earn two math credits.

Goal #3

When we did our needs assessment, we noticed that this cohort did not have as many students on track for graduation as in previous years. Consequently, we made increasing the graduation rate for this cohort a priority.

By August 2010, the 2010 cohort will reach a graduation rate of 81%, a 10% increase over the 71% projected graduation rate established as a baseline from the data analysis on the cohort status at the end of the 2008 – 2009 school year.

Goal #4

Our needs assessment informed us that a segment of our student population was not successful because of poor attendance patterns. As a result, we decided to target this group for additional attendance interventions.

By June 2010, 80% of students with fall semester attendance rates in the 70% - 79% range will raise their attendance rates for the spring semester to 72.5% - 81.5%, an increase of 2.5% to their individual attendance rates.

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 #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010, 80% of the 11th grade students will meet the New York State English Language Arts standardized test graduation requirement.</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"> • Data driven instruction <ul style="list-style-type: none"> ○ Acuity informational focus assessment ○ Acuity Regents Predictive assessment ○ Mock Regents results ○ Mid-year Regents results ○ Goal setting conferences • Student supports <ul style="list-style-type: none"> ○ Advisory group meetings for academic, emotional, social support ○ After school & Saturday Regents prep sessions ○ School Based Inquiry Team <ul style="list-style-type: none"> ▪ Small group tutoring ▪ Goal setting ○ After school & Saturday supplementary tutoring/test prep/language development program for ELLs ○ At-risk counseling sessions for psychosocial support with social worker ○ Attendance team monitoring ○ Referral for counseling at on-site Riverdale Mental Health Clinic • Professional development to increase literacy skills <ul style="list-style-type: none"> ○ Assessment for Learning (AFL) strategies • Parent Involvement <ul style="list-style-type: none"> ○ 11th grade parent meeting ○ Outreach (phone calls/emails/letters/visits) by attendance teacher/social worker

<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"> • Title III funds for per session for ELL program • Title I and FSF Incremental funds for after school & Saturday Regents prep sessions • Inquiry funds for per session for AFL professional development sessions • Inquiry funds for per session for SBIT planning sessions • Title I funds for per session for parent involvement activities • Title I funds for metro cards for parent involvement • C4E funds for coaching to improve instruction • FSF funds for covering classes for attendance at professional development sessions
<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"> • Daily feedback from low inference classroom observations • Daily review of classroom performance, including oral & written activities • Daily assessment of homework activities • Monthly goal setting conferences • Weekly review of attendance in after school & Saturday programs • Quarterly review of ELA marks on report cards • Semester review of ELA grades on scholarship report • 50% of students will score 55 or higher on the winter mock Regents to qualify to sit for January NYS HS ELA exams • 65% of the students sitting for the January NYS HS ELA exams will meet or exceed graduation requirement • 85% of the remaining students will score 55 or higher on the spring mock Regents to qualify to sit for June NYS HS ELA exams • 65% of the students sitting for the June NYS HS ELA exams will meet or exceed the graduation requirement

Subject/Area (where relevant): Mathematics

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2010, 80% of the students in the bottom third in the ninth grade will earn two math credits.</p>
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<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>	<p>Identify 9th grade students in bottom third for math using NYS 8th Grade Math Exam scores</p> <ul style="list-style-type: none"> • Increase support for target population <ul style="list-style-type: none"> ○ Data analysis to drive instruction ○ Increased time on task to cover curriculum <ul style="list-style-type: none"> ▪ Provide more time to master skills ▪ Incorporate lessons to meet deficiencies ○ Weekly skills based tutoring sessions ○ Introduction of mastery learning <ul style="list-style-type: none"> ▪ Individual conferences ▪ Goal setting ▪ Self-monitoring ▪ Building positive attitudes • Professional development <ul style="list-style-type: none"> ○ Improve instructional strategies <ul style="list-style-type: none"> ▪ Assessment for Learning (AFL) ▪ Math team study group ▪ Grade team study group ○ Create a culture that values a strong work ethic and good study habits <ul style="list-style-type: none"> ▪ School Based Inquiry Team (SBIT) • Increased parental participation <ul style="list-style-type: none"> ○ Interim contact/progress reports via telephone, email, letters, meetings
<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"> • Use FSF Incremental funds for course sections with additional time-on-task • Use C4E funds to provide staff to support teachers in developing curriculum, planning units, implementing instruction • Use Title I funds for per session for weekly after-school tutoring sessions • Use Inquiry funds for per session for SBIT meetings • Use Title I funds for per session for parent meetings • Use Title I for purchasing metro cards for parents
<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"> • Daily teacher observation of classroom performance, both oral & written • Daily review of homework activities - 75% of students in the target population will successfully complete at least 75% of the homework activities • Scores on weekly quizzes, unit tests and projects - 75% of the target population will meet the standard on the assessments • Weekly monitoring of tutoring session attendance • Monthly goal setting conferences • Monthly review of mastery learning packets – 80% of the target population will have achieved mastery status as evidenced by their work on the mastery learning packets

	<ul style="list-style-type: none"> • Quarterly review of report card grades • Mid-year review of transcripts – 80% of the bottom third students in the target population will have earned 1 math credit for the fall term
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Subject/Area (where relevant): Graduation Rate

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010, the 2010 cohort will reach a graduation rate of 81%, a 10% increase over the 71% projected graduation rate established as a baseline from the data analysis on the cohort status at the end of the 2008 – 2009 school year.</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"> • Summer Planning <ul style="list-style-type: none"> ○ Review transcripts of all “L” cohort students ○ Identify all courses and exams still needed for meeting graduation requirements ○ Data analysis to verify who is below expectations, meeting expectations, and exceeding expectations ○ Determine realistic diploma goals ○ Meet with students individually and in small groups for goal setting ○ Create personal schedules to implement individual graduation goals • Incorporate student supports <ul style="list-style-type: none"> ○ Senior Seminar <ul style="list-style-type: none"> ▪ Small group and individual conferences with college counselors ▪ College readiness activities to keep students on track ○ Advisory program with goal setting ○ After school and Saturday Regents prep sessions ○ Aventa, online credit recovery program ○ Identify students in bottom third to work with School Based Inquiry Team (SBIT) ○ Additional support time with special education and ESL service providers for students with IEPs and ELLs ○ Ceremonies and recognitions for student achievement ○ Ongoing conferences for academic, emotional, social support with senior advisor, social worker, counselors, principal ○ Referrals for on-site counseling with Riverdale Mental Health Clinic • Professional development <ul style="list-style-type: none"> ○ Assessment for Learning (AFL) strategies ○ SBIT program planning ○ College readiness

	<ul style="list-style-type: none"> ○ Strategies for working with at-risk students ● Parent Involvement <ul style="list-style-type: none"> ○ Parent/family meeting in September to review graduation requirements and plan for college or post secondary school ○ Individual family appointments with college counselors and senior advisor ○ School Messenger programmed with announcements for senior parents, as well as whole school attendance/lateness messages ○ Personal phone calls from staff to foster better home school relationships ○ Outreach by social worker and attendance teacher to support senior parents – calls, emails, letters, progress reports, visits, conferences ○ DOE scheduled Parent Teacher Conferences ○ Conferences for students at risk with teachers, counselors, principal
<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"> ● Title I & FSF Incremental funds for per session for after school and Saturday Regents prep and tutoring sessions ● Title I funds for Aventa, online credit recovery program ● Title I funds for per session for home visits & conferences with attendance teacher and social worker ● FSF funds for senior advisor ● Title III funds for per session for support services for ELLs ● Inquiry funds for per session for program planning for SBIT ● Inquiry funds for professional development on Assessment for Learning (AFL) strategies to improve instruction ● C4E funds for coaching for improved instruction
<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"> ▪ Daily feedback from low-inference class room observations ▪ Daily assessment of classroom performance, both oral & written ▪ Daily assessment of homework activities ▪ Quarterly review of report card marks ▪ Monthly review of attendance data ▪ Monthly goal setting conferences ▪ Mid-year review of transcripts – There will be a 5% increase, from 71% to 76% of students on track for graduation by August 2010. ▪ Mid-year assessment conferences with students ▪ Mock Regents administered in December and January for fall semester ▪ Mid-year review of Regents scores ▪ Mock Regents administered in May and December for spring semester

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of students with fall semester attendance rates in the 70% - 79% range will raise their attendance rates for the spring semester to 72.5% - 81.5%, an increase of 2.5% to their individual attendance rates.</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>	<p>Increased support by guidance and attendance teams</p> <ul style="list-style-type: none"> • Attendance team will identify students in need of increased monitoring and support • List of students will be distributed to advisors and subject teachers • Mentors will be assigned to each student • Daily face-to-face check-in for monitoring and fostering a supportive relationship • Counseling with guidance counselor and social worker <ul style="list-style-type: none"> ○ Incorporate self-monitoring skills ○ Instill sense of responsibility for actions ○ Develop stress management techniques ○ Foster better understanding of situations through role playing ○ Understand relationship between attendance and success • Interventions to remove obstacles to attendance <ul style="list-style-type: none"> ○ Supervised peer mediation sessions ○ Teacher student conferences ○ Parent student conferences • Use of wake-up calls through Boostup.org for support in extreme cases • Monthly incentives to promote & reinforce positive changes in attendance • Investigation of absence/lateness through calls, letters, home visits <p>Increased parent involvement</p> <ul style="list-style-type: none"> • School Messenger for daily contact for absence and lateness • School staff will make phone calls to contact parents about student progress • Parent coordinator & attendance teacher support classroom teachers in outreach & getting information to parents <p>Additional supports for more difficult cases</p> <ul style="list-style-type: none"> • Use of network and district level resources • Referrals to on-site Riverdale Mental Health Clinic counselors • Participation in on-site parent support counseling program run by Columbia Presbyterian Medical Center staff • Support in navigating the juvenile justice system • Referrals to outside agencies for family counseling and intensive individual counseling services • Referrals to ACS

<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"> • Solicit parent support <ul style="list-style-type: none"> ○ Use translation funds for support staff to make phone calls to engage parents as partners in educational process • Parent coordinator & attendance teacher to have staggered schedules to reach out to working parents • Per session funds for attendance teacher and social worker to make home visits • Per session funds for social worker to meet with parents and students for follow-up and referral sessions
<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"> • Monitor targeted students through daily check-in • Review attendance weekly for targeted students • Review school-wide attendance reports monthly • Increase frequency of attendance of chronic absentees by 1.5% on a monthly basis

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								
7								
8								
9	161	125	40	3	60	0	14	9
10	123	123	67	38	35	0	16	8
11	72	72	28	40	25	0	12	11
12	3	42	10	9	25	0	9	6

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA: Time on task, test prep</p>	<p>9th grade students are provided, with additional periods built into the daily program. Saturday & after school test prep sessions are offered to prepare students getting ready for NYS exams.</p>
<p>Mathematics: Increased time on task, test prep, tutoring</p>	<p>Most students are provided with additional periods built into the daily program. Saturday & after school test prep sessions are offered to students getting ready for NYS exams. Students who have not passed Regents exams are programmed for Regents prep sessions twice weekly and provide students with differentiated instruction in small groups. Before school Regents prep and tutoring groups provide support for struggling students on the late session. Teacher Academy interns provide additional tutoring for struggling students. A once per week small group session is provided for students who are deficient in basic skills.</p>
<p>Science: Test prep, tutoring, increased time on task</p>	<p>After school & Saturday sessions provide curriculum & test question review in small groups for students taking NYS exams. Students who have failed a science Regents are programmed for a Regents prep class twice weekly. The Mentoring in Medicine program provides weekly tutoring for students struggling with basic science skills. They also provide a weekly program of hands-on activities to actively engage students in science learning.</p>
<p>Social Studies: Test prep, increased time on task</p>	<p>After school & Saturday sessions provide curriculum & test question review in small groups for students taking NYS exams. All students who are not on track for graduation because they have not passed the Global Studies Regents are programmed for either a 4-period per week Global Studies class with a licensed Global Studies teacher or 2 – 3 pds of Regents prep with a support services teacher, either special education or ESL, to work with students on test taking and organizational skills through the content area.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling is provided to the student both on an individual basis and in a group setting as needed. Students are given an opportunity to discuss and plan short term and long-term goals pertaining to academic success, organizational skills, and emotional support issues as well as continue to address progress towards college and post secondary goal setting. Students meet on a weekly or bi-weekly basis during a non-academic period such as lunch and advisory periods.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also occasionally after school, for students who are facing emotional difficulties that are interfering with their schoolwork, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy are referred by teachers or students seek out counselors.
At-risk Health-related Services:	Students who engage in high risk sexual behaviors are offered psychological counseling as well as appropriate follow-up services as needed. Students who have chronic diagnoses, such as allergies, asthma, and diabetes are also monitored frequently. Staff members have been trained in how to attend to emergencies that arise as a result of these chronic conditions. Students who are pregnant and or parenting are also offered counseling in either small groups or individually. These groups focus on self-care as well as how to access resources.

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.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Part A: Language Allocation Policy (LAP)

Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	<i>ESL Teacher:</i>
<i>Assistant Principal:</i>	<i>Assistant Principal:</i>
<i>Guidance Counselor:</i>	<i>Literacy Coach:</i>
<i>Content Area Teacher:</i>	<i>Math Coach:</i>
<i>Content Area Teacher:</i>	<i>Parent Coordinator:</i>

II. Teacher Qualifications

Please indicate the following:

- Number of certified ESL Teachers
- Number of certified bilingual Teachers
- Number of certified Foreign Language Teachers teaching NLA
- Number of Content Area Teacher with Bilingual Extension
- Number of Special Education Teachers with Bilingual Extension
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension

III. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)

IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

- Initial identification process for ELLS(include HLIS and LAB-R)
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R
- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
- Parent information/ Parent Orientation Process and parent Program Choice Procedures
 - Include process, outreach plan and timelines for parent choice options
- Yearly distribution and collection of parent choice letters
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
- Trends in parent program choice as evidenced by past years
- Align school programs to parent choices
- Future plans to align school programs to parent choices for educational program models

V. ELL Programs Please include the following:

Number of ELLs in Transitional Bilingual Education Programs
Number of ELLs in Dual Language Education Programs
Number of ELLs in ESL Self Contained Classes by grade Education Programs
Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs

- VI. Years of Services / Programs / ELLs by Sub-groups (Please refer to worksheet.) Include:
- Number of ALL ELLs
 - Number of SIFE
 - Number of Newcomers
 - Number of ELLs in grades 4-6
 - Number of ELLs in special education
 - Number of Long – term ELLs
 - Number of ALL ELLs by subgroup and years of service
- VII. Home Language Breakdown and ELL Programs
1. ESL Program - Break down by grade and language
 2. Transitional Bilingual Education –Break down by grade and language
 3. Dual Language – Include
 - Break down by grade and language
 - Number of ELLs participating
 - Number of bilingual students fluent in both languages
 - Number of third language speakers
 - Ethnic breakdown of English Proficient Students in DLProgram
- VIII. Program and Schedule Information
- Describe how instruction is delivered.
 - Include sample student schedule.
 - Describe model
 - Staffing for compliance with CR Part 154(required instructional time)
 - Content Instruction
 - Differentiating Instruction for ELLs / Sub-groups
- IX. Plan for SIFE
- X. Plan for ELLs in school less than 3 years/ Newcomers
- XI. Plan for ELLs in school 4-6 years
- XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs
- XIII. Plan for ELL Special Needs Students
- XIV. Intervention Programs for ELLs (AIS)
- XV. Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)
- XVI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs
- XVII. Equal access to all programs
- XVIII. After school programs for ELLS
- XIX. Instructional materials including technology
- XX. Instructional materials in Content Areas
- XXI. Native Language Support
- XXII. Support Services

XXIII. Professional Development

- PD plan for teachers and staff working with ELLS
- Training of all staff – 7.5 Hours required/ records

XXIV. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)

- Implications for Instruction
- *Implications for LAP in English Language Arts Area*
- *Implications for LAP in Mathematics Content Area*
- *Implications for LAP in Science Content Area*
- *Implications for LAP in Social Studies Content Area*

For High Schools (ONLY)

The assessment data must include an analysis of Content Area Tests and Regents including

- *Comprehensive English*
- *Math A and B*
- *Integrated Algebra*
- *Geometry*
- *Biology*
- *Chemistry*
- *Earth Science*
- *Global History and Geography*
- *Foreign Language*
- *NYSAA*

XXV. Describe ELL program success

Note: LAP Worksheet MUST be submitted with narrative.

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) 10 - 12 **Number of Students to be Served:** 15 **LEP** 15 **Non-LEP**

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

ELLs are identified in various ways. The records of students arriving on list notice or DOE transfers are reviewed to determine if a student is currently classified as an ELL or is a former ELL. Students who are new to the country or first time admits to the NYC school system arrive with their parents who are given the HLIS form, which is reviewed to determine if the student needs to be LAB tested. The parents and students are informed about the ESL program and services we offer, as well as other programs available through the DOE. Our ESL support is provided in a content area push-in program. We have two 9th grade, one 10th grade, two 11th grade and one 12th grade. Depending upon the ESL level as determined by the NYSESLAT exam, the students are supported with 4 – 8 periods of ESL in the content area classes, in addition to 6 pds of ELA for 10th - 12th grade students and 10 pds of ELA for 9th grade students. That means that all ELLs are provided with more than the NYS minimum services, with the students having 10 – 18 periods of English per week. The ESL teachers meet with and plan with the content area teachers to work on techniques and strategies for implementing best practices for instruction for the ELLs. An assistant principal meets monthly and plans with the ESL teachers. All teachers know which of their students are ELLs and what modifications they are entitled to for testing. The data analyst provides data to administrators and staff to drive instruction. ATS and Stars reports are provided. In addition, she analyzes the data from report cards, credit accumulation, Regents pass rate, attendance patterns, and correlates them with sub-group status, including ELLs, IEPs, ethnicity, bottom third. Often, our ELLs are part of more than one sub-group.

All students take ELA, math, science, social studies, physical education every term and required units of health, arts, foreign language, and electives to complete graduation requirements. ELLs have the opportunity to participate in the same courses as EPs. The ESL teachers push into content area courses to provide support for ELLs and to enable them to better access the content through ESL methodologies. All school data is analyzed for the whole school and by subgroups, including ELLs, to drive curricular and instructional decisions. ELLs have the same opportunities as all students to participate in after school and Saturday academies for small group tutoring and test prep. Increased time-on-task periods are provided for all students, including ELLs in various subjects for each grade level. Extracurricular activities include SGA (student government), yoga, cheerleading, sports, clubs, and internships. The programs are open to all students, including ELLs, who are on track socially and academically. These activities allow the ELLs to practice skills learned in class and use their English to work with their peers outside the classroom.

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.

Based on an analysis of the data and needs assessment, we have determined that ELLs need additional support in passing Regents exams, earning credits in the required academic courses, and college readiness. Additionally, we have noted that many of the ELLs are long term and are classified as learning disabled with IEPs. From discussions with the special education and ESL service providers, it is our belief that these students have not been able to become proficient through the NYSESLAT because of their learning disabilities. Consequently, we believe that additional special education services must be an integral component of this program. The Title III funds will provide an after school/Saturday Regents Prep credit accumulation, college readiness program in English for English Language Learners and English Proficient students together to improve the content area skills of all students and the language proficiency of the ELLs. As such, all program sessions will be conducted in English. One of our goals is to increase the number of ELLs on track for earning Regents diplomas. Another goal is to increase the number of students eligible for College Now courses by earning at least a 75 on the ELA and math Regents Exams. For students with IEPs who cannot pass the Regents exams, we will incorporate test prep for the RCTs, in lieu of the Regents for the local diploma. The program will meet for 1.5 hours two days per week and 3 hours on Saturdays for 15 weeks between February and June and 3 teachers (2 special ed certified and 1 ESL certified) will concentrate on content support, credit accumulation, test taking skills, essay writing, and practice sessions for students taking Regents/RCT exams. 9th and 10th grade ELLs will be taking Regents Exams in Integrated Algebra and Living Environment. 11th grade ELLs will be taking the ELA and US History Regents Exam. 10th, 11th, and 12th grade ELLs who have not already passed Regents exams in Global Studies, US History, Living Environment, ELA, and Integrated Algebra/Math A will be working toward fulfilling those requirements or substituting RCTs for some of the students with IEPs. Students will also have the opportunity to make up credits and/or take any exams that they have not previously passed toward their graduation requirements. The program offerings will reflect the needs of the students. Content area, special education collaborative team teaching service providers and ESL teachers will use ESL methodology, graphic organizers, think-pair-share activities, jigsaw, note taking and study skill strategies, and AVENTA, an online credit recovery program, as part of a comprehensive program to support student learning in small groups. Teachers will have language objectives for ELLs to move them along the language continuum. Teachers will work on removing lexical difficulties for students through pre-reading activities, assessing comprehension during the readings, and summarizing and reflecting in post reading activities, as they work their way through higher level content area materials. By working in groups with EPs, ELLs will have the opportunity to practice their language skills with other students, by discussing ideas, using 4 corner activities, performing lab experiments together, solving math problems together, etc. Small group instruction will provide a safe, comfortable environment for ELLs to use new English structures and vocabulary and ask questions

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.

The ESL teacher has participated in QTEL training and subscribes to the philosophy and makes use of the techniques in her classes. She will continue to turnkey strategies for other staff members. We will send Title III participants for supplementary QTEL sessions. Lab sites have been set-up and are used for on-going professional development in ELA and math. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. The school is part of a network PAN grant for providing professional development to improve the quality of classroom instruction. Assessment for Learning (AFL) strategies and student engagement are two major school-wide initiatives for professional development this year. Monthly training sessions will take place, as well as study groups and intervisitations to improve the quality of instruction for all students. In addition, professional development will take the form of planning sessions. The 3-teacher Title III team will meet monthly for five months in a study group for an hour and a half with an F-status teacher with a NYC ancillary bilingual certificate who serves as the data specialist for analyzing the data and reviewing student work to drive the instructional planning, as well as to review language objectives and ESL methodology.

Parent Involvement:

We will hold 2 two-hour parent sessions informing the parents about the program, graduation requirements, college readiness, ESL methodology, attendance, ARIS, and providing support for their children. The Title III staff, the social worker, and the attendance teacher will work with the parents on these items during these sessions. We will provide refreshments, incentives (materials that parents can use with their children), and metro cards to support parent participation in these sessions.

Form TIII – A (1)(b)

School: 10X237

BEDS Code: 321000011237

Title III LEP Program
 School Building Budget Summary

Allocation Amount: \$15,000		
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) - Per session	\$8890.20 \$1496.70 \$813.20	60 hours of per session for 3 teachers – 1 ESL and 2 special education teachers to provide direct instruction to prepare ELLs for NYS Regents exams, accumulate credits toward graduation, improve language skills 15 weeks x 6 hours x 2 = 180 hours X \$49.89 = \$8989.98 1.5 hours for 5 sessions for 4 teachers for professional development 1.5 X 5 X 4 = 30 hours X \$49.89 = \$1496.70 2 hours for 2 sessions for 3 teachers and 1 social worker for parent involvement meetings 2 hours X 2 sessions X 3 teachers + 1 social worker 2 X 2 X 3 = 12 hours X \$49.89 = \$598.68 + 2 X 2 X 1 = 4 X \$53.63 = \$214.52 (\$598.68 + \$214.52 = \$813.20)
Purchased services	\$2000	Educational Services – Aventa computerized credit recovery program
Supplies and materials	\$1300	Review books, calculators, pencils, pens, incentives, materials to support parent involvement and direct instruction
Educational Software (Object Code 199)		
Travel		
Other	\$500	refreshments
TOTAL	\$15000.10	

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.

Parents are surveyed at registration, open houses for prospective students, meet & greet nights, parents association meetings, through phone calls and visits to homes about language preference. The HLIS forms and the blue cards are reviewed for information regarding students' needs and home information.

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.

It has been determined that translation services, both written and oral, are needed in Spanish. Non-Hispanic homes all have access to language supports

Part B: Strategies and Activities

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

All written school communications will be translated into Spanish before being sent home. A bilingual F-status licensed Spanish teacher will provide most of the written Spanish translations of letters, flyers, notices that are sent home. DOE forms will be procured from the website and sent home in other languages, as an additional support as deemed necessary.

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

In-house staff will provide oral interpretation services. School Messenger services have been purchased for this year and bilingual messages will be recorded for parents. Bilingual school aides will supplement the automated phone calls to students' homes for attendance purposes. In addition, other bilingual staff, including an F-status teacher, classroom teachers, a paraprofessional, and school aides will be available to provide translation services for other staff and parents. Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as translators at Parent Teacher Association meetings and any other meetings when school staff is not present.

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

The only language other than English used by more than 10% of the population is Spanish. The required signage will be prominently posted in the school to inform parents of their rights to translation services. The phone number for the translation unit will be available in the main office and used when necessary for visitors who don't speak any of the languages spoken by multilingual school staff.

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:	\$500,004	\$17,871	\$517,875
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,000		\$5,000
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$179	\$179
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,000		\$25,000
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$894	\$894
6. Enter the anticipated 10% set-aside for Professional Development:	\$50,000		\$50,000
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,787	\$1787

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.



THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING AND HEALTH PROFESSIONS

120 West 231st Street

Bronx, NY 10463

Tel: (718) 432-6491 Fax: (718) 796-7051

“One Team, One Dream”

Rodney Fisher, Principal ◊ Peta Williams, Assistant Principal

Title I Parent Involvement Plan School Year 2009 – 2010

Please be advised that The Marie Curie School (10X237) will meet the mandate to:

1. Provide an annual meeting for parents of participating students by:
 - Creating a viable Parents Association and meeting with them to share curriculum and program information.
2. Provide parents with an organized, on-going and timely way to become involved in the planning, review and improvement of Title I programs by:
 - Engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively.
3. Provide parents with timely information about programs, including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities for parent involvement by:
 - Utilizing the newly created Parents Association, the parent coordinator, and activities such as Meet & Greet Night, community informational meetings, Parent-Teacher conferences, and Parents Association meetings.
 - Inviting parents to workshops organized by the parent coordinator and college counselors, school community events, informational sessions, including, but not limited to, HS Articulation sessions, College Information Sessions, Promotional & credit accumulation sessions.
4. Provide parents with opportunities to learn how to better support their children to improve their academic performance by:
 - Offering workshops and training sessions on literacy & math, technology, using the public library, preparing students for tests, stress management.
5. Provide a jointly developed school – parent compact by:
 - Working collaboratively with the new Parents Association to revise and disseminate the compact.

Distributed 10/19/2009

Reviewed 10/29/2009

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



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“One Team, One Dream”

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School-Parent Compact for 2009-2010

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer meetings at flexible times and if funds are available, to provide transportation.
- To actively involve parents in planning, reviewing, and improving the Title I program and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent information.
- To provide high quality curriculum and instruction.
- To enhance communication between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Observation of classroom activities
- To assure that parents may participate in professional

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in our request for technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child on schoolwork.
- To encourage child to read at least 30 minutes per day.
- To monitor his/her child's:
 - Attendance at school
 - Behavior at school
 - Homework
 - Television watching
 - Nutritional needs
 - Health record issues
 - Enforce school's dress code
- To share the responsibility for improved student achievement.
- To communicate with his/her child's teacher about the child's educational needs.
- To ask parents and parent groups to provide information to the

development activities such as workshops on strategies for helping their children academically.

- To provide teachers with multicultural and sensitivity training.
- To share with teachers any information on an IEP that would help the teacher understand a student's abilities and disabilities.

school about the type of training or assistance they would like and/or need in order to be more effective in assisting their child/children in the educational process.

- Parents will volunteer an hour of service to the school per academic year.

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.

Section IV Needs assessment

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.

Sections V & VI, the school goals and action plans incorporate

- a. strategies and plans for professional development to improve the quality of instruction,
- b. periodic review of student performance activities and data analysis to make decisions and revise instructional goals and plans
- c. programs, and academic supports provided to students not meeting targeted goals, after, before, in-school & Saturday programs for students,

In addition,

- i. the Living Environment classes are participating in a program partnered with Mentoring in Medicine to provide more engaging activities to raise academic achievement
- ii. The living environment and chemistry classes will use diverse modes of inquiry to engage students in problem solving and inquiry-based learning. They will utilize project based pragmatic applications to engage students in the subject matter. Differentiated instruction will incorporate collaborative learning teams and activities geared to the varying learning modalities.

The math department is part of a professional development collaboration with Lehman College, whereby the university provides workshops and trainings for school staff, addressing issues pertaining to differentiated instruction, assessment, data driven instruction, inquiry based practices and writing in the math classroom and in return, the math teachers participate in the training of the student teachers from the university. This both raises the level of instruction and provides additional personnel for small group instruction.

3. Instruction by highly qualified staff.

All Marie Curie staff have expertise in the areas they teach. As a relatively new school, we have a young staff, many working on advanced courses for their masters or for a second certification area.

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 on staff have been selected to serve as instructional coaches. Their classrooms are used as lab sites for professional development. They plan and facilitate weekly professional development sessions. They meet in cycles with teachers to provide support around common themes. They also serve as mentors for new teachers. They are part of the school's Instructional Committee. The school is part of a network grant focusing on Assessment for Learning. A team of teachers has been selected to receive monthly training for the program. The lead teachers will participate in additional training sessions which they will turnkey for the team. These participants will share the practices with their colleagues during weekly department and monthly grade level meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Marie Curie School actively recruits highly skilled, certified teachers through several sources. Current teachers reach out through formal and informal professional networks. We have established relationships with the education departments at City College, Lehman College, Hunter College, and Teachers' College and work with staff at these institutions to encourage and develop talent. Student teachers have interned at The Marie Curie School and upon graduation joined the MCS staff. Candidates for positions perform demonstration lessons for current students and representatives of the hiring committee to develop a full portrait of the educator in action.

6. Strategies to increase parental involvement through means such as family literacy services.

The Marie Curie School parent coordinator, social workers, and other staff reach out to parents to involve them in the school through meetings, workshops, conferences, celebrations, and student performances. School aides make daily phone calls to parents of students who are absent or late to keep them informed. Our attendance teacher contacts parents and makes home visits, not only for attendance purposes, but also as a school liaison to confer with parents and inform them of programs, meetings, and other opportunities for them and

their children. During the year, we hold parent meetings for various populations, grade level meetings for parent of seniors on the college application process and senior activities, juniors on college readiness and the path to college, SBIT about the initiative and ways they can support their children at home, Yoga Nights for parents, workshops on asthma, gang prevention, health insurance and a community Thanksgiving dinner and parent recognition program.

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.

NA

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.

The Marie Curie Instructional Committee consists of the administrative team, the coaching staff, and teacher representatives. This team meets to consider the whole instructional cycle, from student assessment to planning to delivery and back to assessment. The school also has an Assessment for Learning Team with representatives from each department and grade level teams. The focus will be on improving instruction through better formative assessment practices. The AFL team will develop better assessment practices, which they will share with the staff. Critical friends groups exist for the purpose of supporting teachers in improving instructional practices.

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.

We begin the school year with baseline/diagnostic assessments in all subject areas, which are used to inform and drive instruction for all students. Student goals are set and differentiated instruction is planned to support student progress. At the end of a cycle, the students meet with their teachers to assess and reflect on student achievement and set new goals. Instructional periods are added to math for additional time on task. Students experiencing difficulties with Regents exams are scheduled for Regents prep sessions as part of the school day. Social workers and other counselors meet with students to work on self-assessment and other issues, which may impact on their academic progress. Advisory groups allow time for student supports and addressing issues, such as skill mastery, homework help, organizational support, study skills, tutoring, etc. in small groups. MCS also has after school and Saturday Regents prep and small group tutoring sessions.

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.

The Marie Curie School with its lead partner, the Mosholu Montefiore Community Center, provides many programs to support students. Our College Office provides students and parents with guidance and one on one time to review college options and complete required paper work. We have a peer mediation program designed to teach students coping strategies as alternatives to violence. Participants

gain valuable leadership skills. In conjunction with the In School Youth program, our students benefit from sessions on preparing resumes, applying for jobs, participation in SYEP and being gainfully employed in the summer jobs program. Our school internship program affords students the opportunity to work with health care professionals in real world settings, including The Jewish Home and Hospital, Terrace Center, Jacobi Hospital, North Central Bronx Hospital, among others. Health and nutrition are elements of the basic tenets of the MCS philosophy. Health themes are incorporated into all facets of school life. Nutrition units are part of all health courses. Student groups use healthy snacks as part of their fundraising activities. MCS is part of several pilot programs, including correlating eating a healthy breakfast in the classroom with improved student performance and a water program. To encourage students to drink more water and make it the beverage of choice, the cafeteria has set-up a beverage fountain, like those in fast food restaurants. MCS is also a taste-testing site for the DOE. Students sample new products and give their feedback to impact decisions as to which new foods will be introduced in the NYC public schools.

**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)*¹ 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

¹ 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.

The Instructional Team and the English Department met throughout the school year discussing and reviewing policies, procedures, curriculum, examining student work and reviewing data

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

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?

There was a lack of uniformity in the units and lessons that teachers were presenting.

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.

The ELA department established a curriculum committee to write a school ELA curriculum by grade level, which was distributed to the whole department for implementation this year. During the second half of the year, the committee will revisit the curriculum requesting input from the teachers, examining student work, and analyzing data. The curriculum is a living document and will be updated to meet the school's needs.

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 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.

The Instructional Team and the Math Department met throughout the year discussing and reviewing policies, procedures, curriculum, examining student work and reviewing data

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?

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.

The Instructional Committee and the school counselors engaged in discussions with students, reviewed surveys completed by students, visited classrooms and talked to staff.

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?

Minutes from department meetings, student surveys, and notes from formal and informal observations were used.

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.

PD on student engagement has been planned for this year. Lab sites have been created and intervisitations are being scheduled. Study groups are working together to improve instruction and increase student engagement.

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* (SOM²) 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.

The Instructional Team and the school counselors met with students, created student surveys, visited classrooms and spoke to staff.

² 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?

The survey results, the notes from the classroom visits, and minutes from meetings were used to determine the relevance.

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.

Professional development is being offered on planning more engaging activities to support student learning.

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.

The administration reviewed personnel reports prepared by the secretary and the data specialist.

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?

Organization sheets and Galaxy organization charts were reviewed and compared for the 5 years of the school's existence. Most of the changes to the staff were additions due to increasing enrollment. Two staff members retired and only a few have transferred or left the system.

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 administration and various committees engaged in conversations about improving instruction for ELLs and reviewed professional development opportunities offered and attendance at PD programs.

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?

Administration reviewed professional development workshops and offerings provided at the school, memos and emails distributed to staff, and district and city PD offerings and determined that pd was incorporated into the departmental and grade level meetings and that staff was made aware of outside programs through memos and emails. Coaching was also a part of the school pd program.

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.

Administration, the Instructional Team, and the data specialist reviewed meeting minutes, copies of documents distributed to the staff, notes and feedback from staff. Goals were set specifically for moving ELLs and data was reviewed for progress toward the goals.

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?

Before the start of the school year, student data, including ELL status, levels and subtest results were distributed to staff. Sessions explaining the data were held. Special support groups were set-up to support ELLs based on the data supplied.

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.

The administration, the Instructional Team, and the special ed teachers met to review the documents distributed, the minutes from meetings, and notes from conversations.

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?

All teachers had copies of specific pages from the IEPs of their students. These documents included the goals and the modifications. General ed and special ed teachers work together and discuss plans for meeting the needs of the students. With common planning and differentiated instruction, the pair collaborates to provide a more effective educational experience for each student with an IEP.

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.

Administrators and network support personnel reviewed IEPs and met with special ed teachers to assess their understanding and implementation of these points.

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?

The IEPs and the conversations with the staff indicate that this is the case.

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.

Professional development sessions and assistance from the network support staff will be provided to the staff to improve their understanding and increase the implementation.

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.)

There are 6 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Posters are displayed throughout the school, which describe the rights of homeless students. Students meet with the social worker on an as needed basis in order to discuss their housing status and their rights under the McKinney - Vento Act as well as to receive short-term counseling. Additional services will be provided as needed.



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“One Team, One Dream”

Rodney Fisher, Principal ◊ Peta Williams, Assistant Principal

Language Allocation Policy 2009 - 2010

The Marie Curie School is a small school with a content area push-in ESL program. We have two (2) certified ESL teachers who provide ESL services in the content area classrooms for our 41 English language learners. The school Language Allocation Policy Team is composed of the principal, the assistant principal, the parent coordinator, 2 ESL teachers, 2 content area teachers, a related services provider, a guidance counselor, and the data specialist.

This year, 9.83% of our students are ELLs, with the majority split evenly between the 9th, 10th, and 11th grades. With only 1 exception, our ELL population is comprised of Spanish speaking students. One ELL speaks Twi. Our staff includes speakers of Spanish, French German, Arabic, Philipino, Italian, and Jamaican dialects. Multilingual staff not only serve as positive role models for students, but they can also offer practical guidance and support for our second language learners.

At registration, parents are given the HLIS forms to complete. After a review of their responses, we determine whether there is a need to administer the LAB-R. In those cases, bilingual staff talk to the parent and explain the programs offered in the NYC public schools. New Spanish speaking arrivals generally request a bilingual program and are referred to the Bronx ISC for an appropriate placement. Because of our health theme, many students and their parents are attracted to the school and prefer to remain in an ESL program. Most of our students are intermediate or advanced proficiency and the parents are comfortable choosing an ESL program after discussing the merits of all available programs. Survey and selection forms are completed at this time. There are very few first time admits arriving at our school, so the numbers are statistically insignificant.

Almost all of our ELLs have tested at either the intermediate or advanced levels, with approximately 50% at each level. The 3 exceptions are students with IEPs and there is the possibility that the disability is interfering with the results of the test. Almost all of our students have scored at the proficient level for speaking. As expected, students demonstrate progress at a faster rate for speaking and listening than for reading and writing. Based on this information, our program will emphasize skill development in reading and writing. ELLs generally do not perform at the same levels as EPs on NYS Regents exams. To address this, teachers will incorporate activities for vocabulary acquisition and writing development to enhance student academic performance. The school will be using AVENTA, an online credit recovery program, to support students in the content areas. The computer sessions can take place in school or at home, allowing students to work at their own pace, taking the time needed to review vocabulary and re-read concepts to better access the information.

The Marie Curie School uses a push-in ESL model where the ESL teacher co-teaches with the content area teacher and provides instructional supports that benefit not only the ELLs, but all students in the class. For the most part, the students are block programmed and travel together as a group. The classes are programmed for 180 – 360 minutes per week of ESL in the content area, plus, depending upon the grade level, for 270 – 450 minutes of additional ELA instruction.

The goals of our program are to

- Provide academic subject area instruction in English using ESL methodologies and instructional strategies by an ESL teacher
- Incorporate ESL instruction
- Assist students to achieve the state designated level of English proficiency for their grades.

Our ESL teachers utilize high level ESL scaffolds to enhance and support English language development and content knowledge. We seek to continuously raise the academic rigor of our program by delivering instruction that incorporates the following strategies:

- Scaffolding instructional techniques
- Activating prior knowledge
- Linking new concepts to past learning
- Bringing real life literature to the classroom
- Planning cooperative learning activities
- Demonstrations
- Use of rubrics
- Acceptance of errors in supporting language development

ELLs need support through additional time on task through before & after school and Saturday instructional programs. We provide a safe environment and encourage our ELLs to speak English, taking risks with new vocabulary and structures. More learning takes place from mistakes than from not trying is the philosophy we try to instill in our ELLs. We support and encourage teachers to use student-centered and cooperative activities to engage students in actively using academic language to talk about content.

ESL instruction at The Marie Curie School involves an emphasis on high quality ESL instructional scaffolds characterized by attention to the students' distinctive second language development. Our ESL teachers have been trained in QTEL methodology and understand that rather than simplifying the tasks or the language, teaching content to English language learners requires amplifying and enriching the linguistic and extra-linguistic context, so that students get more than one opportunity to come to terms with concepts involved. In fact, they may construct their understanding on the basis of multiple clues and perspectives encountered in a variety of class activities. Cooperative learning allows teachers to incorporate a variety of scaffolding techniques characterized by modeling, bridging, contextualization, schema building, text representation, and metacognitive development.

English language learners at The Marie Curie School are expected to meet the same promotional and graduation criteria as their English proficient counterparts. They have equal access to curriculum and courses available in the school.

Professional development takes place during faculty conferences, grade level meetings, department meetings, teacher conferences, and teacher planning sessions. During these sessions, content area teachers collaborate with ESL teachers to develop units incorporating strategies to support ELLs and share instructional techniques, including QTEL and SIOP. Reading and writing skills are specifically addressed in professional development and networking conferences, and in collaborative planning sessions among

teachers. The content area teachers receive professional development on the NYS mandated testing modifications for ELLs, including the extended time and the third reading of listening sections. We have added a test-taking strand for all students that will benefit ELLs as well. Some of our staff members have taken courses in ESL for math teachers at Lehman College. Some teachers are enrolled in courses to meet the requirements for the ESL extension to their licenses.