



[MARIE CURIE MS 158Q]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 46 -35 Oceania Street

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marie Nappi

PRINCIPAL: Marie Nappi

UFT CHAPTER LEADER: David Waltzer

PARENTS' ASSOCIATION PRESIDENT: Mary Bow

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** CFN 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Marie Nappi	*Principal or Designee	
David Waltzer	*UFT Chapter Chairperson or Designee	
Mary Bow	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Martenia Miller	CBO Representative, if applicable	
Neil Manus	Member/ Teacher	
Larry Lue	Member/ Parent-gr 6	
Joan Weibman	Member/ Teacher	
Charles Caracciola	Member/ Parent	
Kim D’Angelo	Member/ Parent	
Maria Plakas	Member/Parent- gr 7	
June Dunn	Member/ CSA rep	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Marie Curie Middle School 158Q located at 46-35 Oceania Street in Bayside Queens, is a mixed multinational middle class community middle school, situated in the northeast section of Queens near the Queens/Nassau county border. We are a school of Science, Mathematics and Technology, featuring state of the art student computer labs, interactive whiteboards and Smart boards. The family environment that feeds the MS 158Q student population is comprised of more than 28 domestic and international residential nationalities residing in predominantly single and multiple family homes integrated with a mixture of multi-level apartment and garden apartment co-ops and condominiums. Historically, MS 158 receives its students from Bayside and Flushing which are integrated communities within New York City. The school population is almost 1050 students that mirror the composition of a 51% male and 49% female student mix. The ethnicity composition is currently 58% Asian, 21% White, 8% Black, and 14% Hispanic. The majority of children attending MS 158Q live with their parents and families who are both blue and white collar service workers in private and municipal services. Many of these parents are lower, middle and executive level managers and professionals servicing the medical, legal and industrial professions of NYC in various municipal and private industry positions. There are a number of group homes for young adolescents in the area which are managed and directed by both private and religious organizations. These young adolescents also attend Marie Curie and are included in the programs designed to positively enhance the Federal No Child Left Behind Act. The MS 158Q school building physically houses a Beacon Program, managed by the Samuel Field YM/YWHA, which operates after school, evening and Saturday sports programs supporting after school child care, community sports programs and educational enhancement for students. The perimeter of the school is surrounded by local parks, private homes, churches, and larger area parks known as Alley Pond, Cunningham and Crocheron Parks. Nearby academic educational collegiate centers include Queensborough Community College, St. John's University and Queens College.

MS 158 has caring, dedicated, and well trained teachers that continuously strive to maintain high academic standards that match integrated and rigorous academic programs. *Our mission is to enable staff to provide challenging instruction in a nurturing and safe environment for our students in collaboration with family values and community structure so that students achieve their maximum potential and are prepared to enter society as knowledgeable and caring individuals.* Our students have increased their performance scores on the New York State ELA and Math examinations for the past four consecutive years. We offer an acclaimed quality performing and fine arts program that has been recognized at the local, city and state levels. In 2007 MS 158 received a Silver Award and a Gold Award for 2008, 2009, 2010 for the NYSSMA Competition, respectively. Students participate and receive awards in many competitions: Math Counts, Stock Market Game, Borough and Citywide Art Competitions and also Environmental Writing Competitions. Our art students have won many art competitions, most notably, the Go Green competition that was televised on Good day NY in February 2008 and again this year when our student's art work will be the official ECOfest poster for the 2010-11 year. This competition raised environmental awareness. We have established a program called the MOUSE Squad, which trains students in conjunction with corporate personnel to repair and maintain computer equipment. We nurture our relationships with the business community as well.

We also have a high percentage (10%) of students who are accepted into specialized High Schools as well as Hunter High School accelerated program. MS 158 has an active PTA as well as a dedicated evolving School Leadership Team.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					96.8	97.3	TBD		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					95.5	96.4	TBD		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					33.0	34.6	41.9		
Grade 6	335	354	325	Students in Temporary Housing: Total Number					
Grade 7	403	350	361	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	404	407	361		0	1	TBD		
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					39	24	27		
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded	2	1	8	(As of June 30)	2007-08	2008-09	2009-10		
Total	1144	1112	1055						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	70	46	32						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	21	32	30	Principal Suspensions	45	47	TBD
Number all others	68	70	66	Superintendent Suspensions	2	0	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	91	84	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	22	12	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	68	66	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	17	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	77.9	77.3	TBD
Black or African American	7.6	6.8	6.7	Percent more than five years teaching anywhere	60.3	62.1	TBD
Hispanic or Latino	13.6	12.3	13.7				
Asian or Native Hawaiian/Other Pacific Isl.	57.9	58.8	57.5	Percent Masters Degree or higher	91.0	95.0	TBD
White	21.0	22.0	21.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	98.0	TBD
Multi-racial							
Male	51.4	51.0	51.8				

DEMOGRAPHICS							
Female	48.6	49.0	48.2				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-2010

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/>								
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):								
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>				
				Basic	Focused	Comprehensive		
In Good Standing (IGS)		<input checked="" type="checkbox"/>						
Improvement (year 1)								
Improvement (year 2)								
Corrective Action (year 1)								
Corrective Action (year 2)								
Restructuring (year 1)								
Restructuring (year 2)								
Restructuring (Advanced)								
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)				
	ELA:	<input checked="" type="checkbox"/>		ELA:				
	Math:	<input checked="" type="checkbox"/>		Math:				
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: <input checked="" type="checkbox"/>								
Student Groups			Elementary/Middle Level			Secondary Level		
			ELA	Math	Science	ELA	Math	Grad. Rate**
All Students			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Ethnicity								
American Indian or Alaska Native								
Black or African American			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	√	√				
White	√	√				
Multiracial						
Other Groups						
Students with Disabilities	√	√				
Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	8	8	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/r
Overall Score	83.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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/Teacher 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 your school's 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?
-

MS 158Q is a school in good standing based on the NCLB/SED accountability measure for 2009-2010.

Accomplishments:

- Received an A on our progress report for three consecutive years; 2006-2007 & 2007-2008 2008-2009 and achieved our target goal of 12.7 points; Received a B on the 2009-2010 progress report.
- From 6-12 points awarded on our progress reports for closing the achievement gap – high needs students who improved one half a proficiency level
- High Performing on the State ELA and Math Assessments-
 - ELA- 88.7% students at proficiency level 3 or level 4 on 2008-2009 assessment
 - Math- 92.6% students at proficiency level 3 or level 4 on 2008-2009 assessment
- Our ELLs have demonstrated significant gains and there is a steady progression of students moving from beginner to intermediate, intermediate to advanced and advanced to proficient within 1-2 years.
- 50% of our eighth grade students were enrolled in Integrated Algebra with a 99% passing rate
- 50% of our eighth grade students were enrolled in Regents Earth Science with a 100% passing rat
- High Performing Gap Closing School Award 2005- 2006, 2004-2005, 2003-2004
- MS 158 placed first in the Math Counts competition for 2009-2010.
- High percentage of students accepted into Specialized High Schools.
- High percentage of sixth grade students accepted in Hunter HS
- Data analyst and Inquiry teams have worked collaboratively :
 1. To identify and successfully research effective strategies for targeted groups of students.
- The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals to accelerate student learning
- The students' artistic efforts are recognized citywide and their work has been selected for televised interviews as well as chosen for the ECO poster and other artwork featured on the Train to the Plane.
- Students received a Gold and Silver music performance award for participating in NYSSMA

- Orchestra students were chosen to participate in the Hofstra Honors Band. This is 4th consecutive year that MS 158 students are one of two NYC Middle Schools selected for this honor.
- Orchestra teacher and students were invited to conduct/ perform at Carnegie Hall to play with the Pops.
- Parent participation at Title I parent workshops
- A school mentoring program is in place to provide support to new staff members as well as meeting with the Principal, assignment of school buddies and many support resources to ensure success.

AIDS:

- The implementation of the Small Instructional Groups to intervene with the mandated and at risk students has helped because it is almost one on one tutoring and is built into the day.
- 37.5 minute instructional time to not only assist mandated students (poor attendance) but the time is used to assist any students in need of help. This is a flexible program in which students who need help with exit projects, test preparation or homework are welcome to attend. [The 10: 1 ration is maintained]
- Study Island is a computer based program that was purchased to assist ALL students with ELA and mathematics interventions. Students can work at home with parents and play games, take benchmark tests and listen to lessons on a particular topic that they were having difficulty.
- CEI-PEA Net work support specialists provide professional development to our administrative team and teachers regarding differentiated instruction, team protocols, and the implementation of the Common Core State Standards. CEIS provides support for our ESL teachers and students as well. Through our Network, we have addresses the emotional and social needs of our students by securing the Anti Defamation League. The ADL will provide professional development for our guidance counselors and peer mediators and will also provide 2 in house days of workshops for our students on bullying.

Barriers:

- Severe budget cuts of almost \$1,000,000
- Striving to maintain smaller class sizes (Class sizes are frequently over the maximum of 33 students in a class.) Presently the class size is 30 students because we are Title I school.
- Obtaining more financial resources and more staff development time are necessary to offer our staff professional development as well as to provide our students with laptop computer stations, SMART boards, a wide selection of library books, high standard textbooks and hands on manipulatives to enhance their learning experiences

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

CONTINUE to:

- Put in place effective systems to periodically measure and analyze the performance and progress made by different sub groups
- Set measurable performance goals with interim milestones for the whole school, grades, classes and subgroups, with a clear link to teachers' professional development
- Put in place effective systems for evaluating whether the school has successfully achieved its goals.

- Plan and set goals:
 1. Share whole school goals with all members of the school community to rigorously improve the performance and progress of students.
 2. Ensure that teachers use school, class and student data to plan and provide differentiated instruction that meets the specific needs of all the students in their charge.
- Monitor and Revise: To have structures for evaluating each student's progress throughout the year and for flexibility in adapting plans and practices to meet its goals for accelerating learning
 1. Faculty and staff use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas.
 2. To improve student outcomes, include interim goals that are measurable and have suitable time frames for measuring success and making adjustments.
- Improve parent communication and participation
- Increase student level 3 and level 4 performance in ELA to continue to meet AYP on the NYS Report Card in the ELL and SpEd subgroups
- Increase student level 3 and level 4 performance in Mathematics continue to meet AYP on the NYS Report Card for NCLB subgroups
- Increase special education student performance in ELA and Mathematics
- Increase ELL student performance in ELA and Mathematics

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. ELA- To improve the achievement of level 1 and 2 students ELA

For the 2010-2011 school year, the percentage of students at proficiency level 3 or 4 will increase from 72.9% to 76% in English Language Arts as evidenced by the 2011 progress report.

2. Mathematics- To improve the number of English Language Learners demonstrating growth in Mathematics

For the 2010-2011 school year, the number of English Language Learners in the NCLB accountability subgroups will show a 10% increase in the exemplary proficiency rating in Mathematics as evidenced by the 2011 progress report.

ELL Exemplary Proficiency [.75 gain]

2009-2010	24.4%
2008-2009	26.9%
2007-2008	19.0%

3. Learning Environment Survey: Communication and Engagement

For the 2010-11 school year, the parent response for receiving information about what their child is studying in school will increase by from 5.5 to 6.5 as evidenced by the 2010-2011 Learning Environment Survey.

4. Mathematics- To improve the grade 8 students performance in Mathematics

For the 2010-2011 school year, there will be a 3% increase in the number of grade 8 students achieving greater than or equal to a 50th growth percentile in Mathematics as evidenced by the 2011 progress report.

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 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2010-2011 school year, the percentage of students at proficiency level 3 or 4 will increase from 72.9% to 76 % in English Language Arts as evidenced by the 2011 progress report.</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"> • SETSS and CTT teachers will meet with and collaborate with regular classroom teachers to discuss TIER I and Tier II interventions. • Teacher teams will examine student work products as part of their review of data. • Develop, provide and implement tools for teachers to evaluate and assess areas of strength and weaknesses for targeted students. • Action research supported by the Inquiry Team to improve academic vocabulary throughout the content areas and also to use protocols to look at student work. • Continue to provide professional development for teachers on strategies and how to differentiate instruction. • Data and Inquiry leaders’ research and turnkey training so individual staff members are familiar with the technology needed to analyze data and assign appropriate differentiated lessons through Acuity and the Ed Performance Series. • Provide opportunities for students to compete in writing competitions (Imagine the Possibilities theme for the year, Believe it! Achieve it! Dare to be Remarkable) • Book of the Month responses through the ELA Department to support our theme and incorporate a creative writing response component as well as enrichment. • Extended day support is for mandated students and also flexible to all students on an as needed basis. • Use grade level data specialists to disseminate data from ITAs, ARIS, Acuity and ATS and Ed Performance Assessments in order for teachers to plan differentiated lessons. • Professional Teaching Standard #1 as a school wide focuses for improving instruction with an

	<p>emphasis on teacher reflection and professional growth.</p> <ul style="list-style-type: none"> • Support for professional development through our SSO CEI-PEA. • Adjusted our master schedule to implement SIG as part of the daily program- 6 periods of ELA per week. <p>(Small Instructional Grouping of at risk and targeted subgroup population) taught by teachers and pulled out from Generals.)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use of <u>Contract for Excellence</u> allocation to implement ELA instructional skills program to address not only testing strategies but also organizational strategies, graphic organizers and many additional skills needed for success • Purchase Coach books through <u>NYSTL</u>. Purchase Study Island through NYSTL Software allocations. • Budgeted amount of money for AIS and Saturday before and after school per session classes(pending budget monies) • Use <u>TAH</u> to fund books to increase reading interest with regard to gender, ELL and sub group interests as well as enrichment materials for Gifted and Magnet • Use Tax Levy monies to purchase new leveled classroom libraries and Literature books as support and resources. • Provide SMART board training to assist teachers in enhancing lessons and use departmental meeting time for PD .
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Informal assessments; ELA Predictive data, ELA Instructional Targeted Assessments and use of the performance series results</p> <ul style="list-style-type: none"> • Periodic Assessment results- November, February and June • Benchmark testing results/Baseline assessments- September, January, June • Minutes, agendas and attendance sheets from Department Conferences, Professional development (internal and external) • Progress reports and classroom portfolios • Teachers' measurable goals for particular skills/ students measurable goals – Formal and informal classroom observations – Final Results of the schools progress report with regard to high needs group as well as overall performance gains for the students

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2010-2011 school year, the number of English Language Learners in the NCLB accountability subgroups will show a 10% increase in the exemplary proficiency rating in Mathematics as evidenced by the 2011 progress report.</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"> • All teachers will identify groups of ELLs as target students for a collaborative inquiry math teacher teams. • Teacher teams will examine student work products as part of their review of student data. • Effectively articulate ELL students to the appropriate level of instruction based on the NYSESLAT. • Continue to provide professional development for teachers on ELL strategies and how to differentiate instruction. • Math instruction for ELLs will draw on multiple resources and modes available in classrooms e.g. objects, drawings, manipulatives and gestures. • Ongoing discussions, explaining, writing and interactions with other students to help develop communication skills as well as math understanding. • Ongoing formative assessments to guide learning and inform teacher practice. • Flexible groups that pair speakers of English who know the language well enough to provide ELLs with models and supports. • All teachers will focus on academic vocabulary to enable ELLs to participate in math reasoning, explaining and engaging in arguments. • Through faculty conferences and dept conferences we will continue to work on differentiation strategies as well as the Professional Teaching Standard #1 as a school wide goal to reflect on and improve student engagement • The ELL teachers will provide before and after school programs for math skill building, homework and project support
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax levy funding • AIS resources • Title III funds will be allocated to purchase supplementary materials for ELL students and to support the before, after and Sat. program for ELLs. • Use of Title III funding to support ELL instructional programs before and after school

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark assessment; informal assessments; Math Predictive data, Math Instructional Targeted Assessments and use of the ED performance series results</p> <ul style="list-style-type: none"> • Periodic Assessment results/ Predictives- three times a year- November, January and March • Baseline and benchmark testing results of ELL students: September, January, June • Minutes, agendas and attendance sheets from Department Conferences, Professional Development (internal and external) • Progress reports and classroom portfolios • Teachers' measurable goals for particular skills • Formal and informal classroom observations- walkthrough schedules align with Core beliefs of teachers and feedback trends are shared, October, December, February, April • Final Results of the schools progress report with regard to high needs group as well as overall performance gains for the students
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Subject/Area (where relevant): Community and Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the 2010-11 school year, the parent response for receiving information about what their child is studying in school will increase by from 5.5 to 6.5 as evidenced by the 2010-2011 Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The use of the School Messenger tool to communicate with parents re: meetings, conferences, reminders of all school events and functions as well as translated messages of all school activities and events. [June Dunn and Marie Nappi] • Staff and students will present highlights of subject activities at monthly PTA meetings to increase participation at events and awareness of about what their child is studying in school [Departments vary each month starting in October's Principals' monthly letter and continue through June 2011] • Changing the NYC method of survey distribution to in house rather than mailing and to coincide with the Feb. report card conferences (requesting Chancellor change date) otherwise plan a school wide event in March to inform parents of the importance of giving feedback regarding child's school and offer incentives for completion. • Margaret Polizzi, the Parent coordinator will hold morning and afternoon workshops to accommodate parents schedules in addition to a specific workshop on ARIS Parent Link to enable parents to access data on their child's progress in school. November, January, March, June 2011 • Monthly newsletters will be translated and distributed to all students; all copies are available at every meeting and posted at the main entrance- ongoing Sept. – June 2011 • Meetings for the parents of ELL students will be scheduled to inform the parents about

	<p>instruction and resources available to students, in addition to Back to School Night meetings [September, November, February, May]</p> <ul style="list-style-type: none"> • Title I Parent Compact/Parent Involvement Committee formed to improve communication of school instructional goals and mission • Develop tools for students to share goals with parents • Arts presentations ; Dance, Winter and Spring Arts festivals • Parent orientation in the Spring for incoming grade 6 students • Meet the Teacher night in September • High School Admission parent presentation to Grade 8 students • Inquiry Newsletter to parents • Principal’s Monthly Newsletter to parents with a special spotlight on a curriculum area.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds were set aside to purchase the school messenger at a cost of \$300 • Translation funds to assist in all materials distributed • Title III funds are set aside for parent workshops for parents of ELL students • Title I Parent Compact/Parent Involvement Committee formed to improve communication of school instructional goals and mission as well as use 1% parent involvement funds to enhance and increase parent involvement.
<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 attendance at PTA, HS information meetings and school events as evidenced by sign in sheets • School Messenger recording saved • PTA Agendas and Parent Coordinator Agendas/ ELL meeting Agendas and sign in sheets • Monthly Newsletters • Anti-bullying posters • Students visits to Guidance Counselors and peer mediation • Wiki pages and DOE parent website • Teacher parent communication logs • The 2010-2011 Learning Environment Survey

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the 2010-2011 school year, there will be a 3% increase in the number of grade 8 students achieving greater than or equal to a 50th growth percentile in Mathematics as evidenced by the 2011 progress report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • School-level CCSS team will engage in professional development with the network-level team. • School-level CCSS team will turnkey professional development to the lead teachers from each of four departments. • The math assistant principal will collaborate with the lead math teacher on the content and possibility that the standards to be considered are those identified by teacher teams as enduring standards. • The newly established CCSS teacher team will include a math teacher. • Math teachers will participate in two network sponsored ASCD Differentiated Instruction in Mathematics and Science Institutes • Provide on-site follow up professional development by ASCD facilitator. • Academic intervention supports and enrichments for identified students will be provided through the allocation of fiscal and human resources at the beginning of the 2010-11 school year. • To program identified students for the 2010-11 school year so that small instructional grouping [SIG] is built into the general program, in addition to the extended day program as measured by attendance records and Performance Series outcomes. • Utilize technology to build mathematical skills during individualized work periods, before, after school and at home through Study Island. • Monitor the outcomes of periodic assessments and other diagnostic measures for the disaggregated students; Use the results to modify practices to improve student outcomes and set goals • Use ongoing formative and summative assessments to determine instructional strategies needed to meet the needs of the disaggregated groups • AIS before and after school and Saturday classes to support mathematics instruction • Inquiry team will distribute and disseminate data summaries to teachers servicing disaggregated groups • Provide opportunities for student writing and math competitions. • Teachers will analyze baseline assessments for grade 8 students to focus on student needs

	<ul style="list-style-type: none"> • 8th grade contracts on the new promotional criteria distributed; follow up with a teacher developed action plan for failing or at risk students to assure success • Pupil Personnel Team meetings to outline interventions for at risk grade 8 students • Implement Study Island for students to work at their pace and provide interventions and practice where needed; parents can monitor progress of students using Study Island. •
<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>	<ol style="list-style-type: none"> 1. Provide personnel servicing high needs groups with current Professional Development, current research and professional books 2. Use CEI-PEA consultant hours to support the ASCD and CCSS training 3. Use CEI-PEA consultant hours to support Differentiated Instruction PD as well as online courses for teachers to assist them in supporting this initiative 4. Use Inquiry and Data Coordinator monies to support Inquiry teams per session 5. Program data coordinators and professional development administrative periods 6. Use Software allocation to purchase Study Island for in school and at home interventions
<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"> • Acuity, ARIS, ED performance and ATS reports • Benchmark and baseline testing results • Teachers identify target group of students on each team. They document their work, next steps and reflections in CFI interface. • Minutes, agendas and attendance sheets from Department Conferences, Professional Development (internal and external) planning sessions, training sessions and Inquiry teams meetings as well as Pupil Personnel Team meetings • Quarterly record of improvement of achievement in mathematics. • Teachers' measurable goals for particular skills/ Academic Intervention Plans for at risk students • Formal and informal classroom observations • Attendance sheets from Before and After school enrichment programs • 2010-2011 Progress Report • Book order inventory of books for Library

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	82	35	0	0	50	8	15	2
7	73	40	0	0	65	10	18	1
8	112	61	66	94	55	8	16	0
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: AIS enrichment classes; coach books, Acuity performance	<p>During the school day there are Small Instructional Groups which provide support to the at-risk students in English Language Arts Peer tutoring is offered 2X week starting in Jan. budget permitting; Saturday programs will be available starting in Jan. budget permitting Acuity resources are used to support differentiation of instruction Acuity leaders, data coordinators, data specialists' turnkey Acuity to support teachers and provide data and strategies for improving instruction. Study Island is a technology related intervention for students strengthen skills at home.</p>
Mathematics: Coach books; SIG; Math Counts and Game 24 for enrichment	<p>During the school day there are Small Instructional Groups which provide support to the at-risk students Mathematics Peer tutoring is offered 2X week starting in Jan. budget permitting; Saturday programs will be available starting in Jan. budget permitting Acuity resources are used to support differentiation of instruction Acuity leaders, data coordinators and the data specialist turnkey Acuity to support teachers and provide data and strategies for improving instruction. Study Island is a technology related interventions for students to strengthen skills at home</p>
Science: Girls in Science; SIG; Exit Project Classes; Extended Day	<p>During the school day there are Small Instructional Groups which provide support to the at-risk students Peer tutoring is offered 2X week starting in Jan. budget permitting; Saturday programs will be available starting in Jan. budget permitting/Regents review classes will begin in February Before and After school regents review classes beginning in February Study Island for Science is available for students to practice skills.</p>
Social Studies: Exit project classes in Extended day	<p>During the school day there are Small Instructional Groups which provide support to the at-risk students Peer tutoring is offered 2X week starting in Jan. budget permitting; Saturday programs will be available starting in Jan. budget permitting Before and After school regents review classes</p>

At-risk Services Provided by the Guidance Counselor:	Work with students dealing with academic issues, anxiety, family issues, socialization, bullying prevention etc., as well as various crises. In addition, we serve as a liaison between students with difficulties, teachers and parents. Students work in groups and also receive individual counseling as well as meeting with at-risk students not mandated for counseling.
At-risk Services Provided by the School Psychologist:	Crisis management, educational profile of at-risk student. Informal counseling, family intervention and consultation, teacher consultation, student intervention. Pre-referral strategies.
At-risk Services Provided by the Social Worker:	Provide preventive services to students who are at risk of failing, are struggling with social issues or who are being considered for special education evaluations. Provide at risk counseling and referrals to community supports for students and parents. Teacher consultations.
At-risk Health-related Services:	Implemented drug and alcohol program; provide health services to students on needs basis. Small group and individual counseling during the school day.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- x There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

- o We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

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

Form TIII – A (1)(a)

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

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Title III

All our ELL students are being serviced during the regular school day. The students are part of a pull out/ push-in program which meets the necessary number of periods to be in compliance. The title III funding provides services for our ELL population in the following ways: Provide differentiated instruction through small group instruction in the content areas of ELA, Math, Social Studies, and Science. This will be done using an ELL approach based on NYS ESL Learning Standards. Students will be taught to listen, speak, read, and write in English for 1) information and understanding 2) literacy response, enjoyment, and expression 3) classroom and social interaction and 4) cross-cultural understanding and knowledge. This instruction will take place early in the morning before school and on Saturdays. Exit from program is based on scores obtained on the NYSESLAT in May. The program will be serviced by 2 certified ELL teachers. It will begin on November 1, 2010 and last for 23 weeks and is available to all ELLs in grades 6-8.

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

Professional Development is ongoing throughout the 2010-11 school year. The ESL teachers meet with the content area teachers for congruence. There are several PD conferences scheduled for the school year. We will use Election Day, November 2nd to discuss strategies that should be utilized to assist the ELL population, with the entire staff.

ELL in the content area

Use of graphic organizers

ELL strategies and techniques for the mainstream teacher

Scaffolding Instruction for ELLs in the Secondary Schools

Teaching ELL students in the mainstream classes.

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

ELL congruence meetings monthly between ELL and Mainstream Staff

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

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

Form TIII – A (1)(b)

School: Middle School 15Q BEDS Code: 342600010158

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	2 teachers-143 hours over 23 weeks@ 49.89 \$10143 w/fringe 1 Supervisor 23 Hours @ 52.21=1200.83 (11,343.83)	143 hours of per session for 2 ESL teachers over 23 Weeks support ELL Students: x \$49.89 Early morning and Saturday Academy 1 Supervisor 30 hours over 10 weeks @ 52.21 Saturday Academy.
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	1676.00	10 days of substitute teachers @\$167.60= \$1676.00 For articulation /congruence
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1980	Books and other classroom supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	14999.83	

Appendix 3: Language Translation and Interpretation

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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.

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

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

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

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.

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

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

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

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

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

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

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

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>.

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

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

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

Examples:

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

Budget Category	Explanation
<u>Personnel</u> such as teacher per session for paraprofessional (bulk jobs) 10 x \$45.13= \$451.30	20 hours: Bilingual Korean, Spanish and Chinese guidance counselors to translate at meetings and prepare written documents
<u>Purchased services</u> such as contractual translation or interpretation services	
<u>Supplies and materials</u> Paper cost \$2161.00	Paper to send out translated notices in all targeted languages; Promotion in Doubt letters;

	Progress reports; Principal Monthly letter;
<u>Local travel</u> for staff providing translation/interpretation services	
TOTAL \$ 2613	

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	421,570	421,570
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$4216.00	\$4216.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS 158Q[*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 158Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS 158Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

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

2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the MS 158Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 158Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ²dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- *[add other activities, if applicable]*

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

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

Section II: School-Parent Compact

MS 158Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS 158Q's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) is being distributed for review by Lori Butera District 26 Parent Representative on ____November 24, 2010_____.

This Parent Involvement Policy was updated on ____January 25, 2011_____.

The final version of this document will be distributed to the school community on _February 15, 2011_ and will be available on file in the Parent Coordinator's office.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See page 10 and 11 of the compact.

2. Schoolwide 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teacher teams meet to create benchmark tests, look at student work, analyze baseline and benchmark tests. Using the information from the assessments the teachers select a targeted group of students and make a intervention plan of how to best address the needs of the students. There is constant monitoring and revision of strategies.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ³ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁴ of each program whose
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal	x			\$421,570	x	P. 16-22
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			\$15,000	X	P 17-20
Title IV	Federal						
IDEA	Federal	X				X	P. 16-22
Tax Levy	Local	x			\$4, 611,078	x	P. 16-26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁵ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)
We have no students in Temporary Housing at this time.
2. Please describe the services you are planning to provide to the STH population.
If we do we will make all AIS services and PPC at risk planning if needed for support. Follow up on any medical concerns regarding immunization, vision, lunch programs. Also, we will make sure that there is equity for students to participate in school related activities that require payment. School funds will be set aside to make sure all students are included.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 158 Marie Curie					
District:	26	DBN:	26Q158	School		342600010158

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.8	97.3	96.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	354	325	366				
Grade 7	350	361	338				
Grade 8	407	361	380				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	8	3				
Total	1112	1055	1087				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	95.9	96.4	95.6

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	33.0	41.9	50.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	1	1

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	39	24	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	32	33	Principal Suspensions	45	47	43
# in Collaborative Team Teaching (CTT) Classes	32	30	32	Superintendent Suspensions	2	0	7
Number all others	70	66	73				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	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)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	84	68	TBD	Number of Teachers	68	66	67
# ELLs with IEPs	12	8	TBD	Number of Administrators and Other Professionals	17	16	13

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	4	3	5
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.9	77.3	85.1
				% more than 5 years teaching anywhere	60.3	62.1	70.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	95.0	91.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	97.6	98.0	100.0
Black or African American	6.8	6.7	5.4				
Hispanic or Latino	12.3	13.7	14.4				
Asian or Native Hawaiian/Other Pacific	58.8	57.5	58.3				
White	22.0	21.9	21.9				
Male	51.0	51.8	52.3				
Female	49.0	48.2	47.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	55.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 531	District 26	School Number 158	School Name Marie Curie MS
Principal Marie Curie		Assistant Principal June Dunn	
Coach NA		Coach NA	
Teacher/Subject Area Lisa Martelli Core		Guidance Counselor Elizabeth McNamara	
Teacher/Subject Area Lori Kantor ELA		Parent Mary Bow	
Teacher/Subject Area Jessica Crowe ELA		Parent Coordinator Margaret Pollizi	
Related Service Provider Joan Weibman		Other NA	
Network Leader Mae Fong		Other NA	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1086	Total Number of ELLs	68	ELLs as Share of Total Student Population (%)	6.26%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part I: School ELL Profile

Middle School 158 is part of the CEI-PEA network. The LAP team at M.S.158 consists of Principal, Marie Nappi, Assistant Principal, June Dunn, ESL teachers, Joanne Coneglio-Vlaco and Jay Pao, Guidance Counselors, Steven Epstein (Grades 6 & 7), Elizabeth McNamara (Grade 8), Subject teachers, Lori Kantor, ELA, Lisa Martelli, Core, Jessica Crowe, ELA, Claire Park, a Korean counselor provided by Asian Outreach at The Child Center of NY, Lucienne Toledo, teacher of ESL hearing-impaired students, Speech teacher Rebecca Mostel, Resource room teacher, Joan Weibman, and Parent Coordinator, Margaret Polizzi. We currently have two licensed ESL teachers who provide services to all mandated students. One of our teachers is licensed in content area as well. There are 1,086 students presently enrolled in MS 158 and the ELL program is presently providing services to 68 ELLs; however, with the constant influx of newly admitted ELLs throughout the year, we provide services to approximately 100 ELL students (9% of the student population) yearly.

Part II: ELL Identification Process.

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

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

An orientation program is held in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed. The Orientation Video is shown. Included in this discussion are instructional strategies, activities and programs being implemented to ensure that LEP students meet the standards and pass all required city and state assessments. Any issues and concerns of the parents are addressed at these meetings. As in the past, Program Selection forms are distributed in all native languages to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free-standing ESL) at the orientation meeting. For later newly admitted ELL students, this is done as soon as a student is deemed eligible for ESL services. Every effort is made to ensure that parents and guardians are aware of the program choices that are available at MS 158. If the Program Selection form is not returned within a timely manner, the form is mailed home, and if necessary, the parent coordinator or other staff member who is fluent in the native language will contact the parent or guardian to ensure that the desired program choice is attained. In addition to the "Back to School Night," orientation meeting, special ELL parent/teacher meetings, and other parent/ teacher conferences provide additional opportunities to ensure that program selection forms are returned.

In addition the ELL Parent Orientation Video is now available online in 13 languages. Parents are also able to view the orientation video on line in the event they are unable to attend any meetings during which it is shown. This further ensures that the desired program choice is attained.

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

Part III: ELL Demographics

The ELL program at MS 158 currently provides services to approximately 68 ELL students (6.26% of the population) yearly. As previously mentioned, with the constant influx of newly admitted ELLs throughout the year, we provide services to approximately 100 ELL students (9% of the student population) yearly. The vast majority of the ELL students speak Chinese or Korean and Spanish in approximately equal numbers. Eight Special Ed students have been x-coded. (Five hearing-impaired students are instructed by a specialist in the field.) Seven long-term ELLs have either been designated "x-coded" or "at risk" students and they are either in full-time special education classes or seen by the resource room teacher. Approximately 7 students have been in the program 4-6 years, six

of which are newly admitted sixth graders, and are making progress slowly as reflected on the NYSESLAT Exam History Report (RLAT). The great majority are in the 0-3 years category and are also advancing nicely as reported on the RLAT. There are no SIFE students designated ELL this year.

Part III: ELL Demographics

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Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="radio"/>														
<input checked="" type="radio"/>														
K	1	2	3	4	5	6	7	8	9	10	11	12		

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL L
Spanish							3	3						6
Chinese							10	15	18					43
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						1
French														0
Korean							6	7	3					16
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	21	26	21	0	0	0	0	68

	Math	ESL	ESL	ESL	ESL
3From:9:36 To: 10:20	ESL	Health	Math	Health	Spanish
4From:10:24 To: 11:08	Spanish	Spanish	Math	Social St.	ELA
5From:11:12 To: 11:56	ESL push in	Math	ELA push-in	Math push-in	ELA push-in
6From:12:00 To: 12:44	Lunch	Lunch	Lunch	Lunch	Lunch
7From:12:48 To: 1:32	Physical Ed.	Social St. push-in	Social St.	Spanish	Math
8From:1:36 To: 2:20	Social St.	ELA	Physcial Ed.	ELA	Social St.
9From:2:20 To :2:57.5	Extended	Extended	Extended	Extended	Extendd

3. All mainstreamed ELL students are identified to all subject teachers so that instruction is differentiated to meet their special needs. ELL students receive content area instruction in English. To make content comprehensible and enrich language development a variety of research-based approaches are utilized such as the holistic approach which integrates speaking, listening, reading, and writing for unified literary instruction, the natural language approach which focuses on communication as its primary goal, the sheltered instruction approach, whereby students develop in specific subject areas through direct instruction of vocabulary and grammar, learning key words, phrases, or concepts using context clues and making extensive use of modeling strategies by relating instruction to students' background knowledge and experience, the cognitive academic language learning approach, and the balanced literacy approach. Cooperative learning strategies are used such as brainstorming, questioning, predicting, and making inferences. Other strategies include scaffolding, concept mapping, and web-diagramming, and jigsaw activities to make academic instruction understandable to students of different second language proficiency levels. A Balanced Literacy approach is also used with read-aloud, shared reading, guided reading, independent reading, interactive reading, and phonic reading activities. Also brainstorming, planning, revising, editing, and group share-out and review of written material are also used to strengthen student writing. Instruction is within the framework of the Reading Writing Workshop model. Reading basic language and literacy books provide systematic language development as well literacy instruction. High-interest, low-level, intermediate-level and high-level literature and content-based readings further enrich language development in the content areas.

4. Instruction is differentiated for ELL subgroups based on English proficiency levels and the academic and language needs of individual students. LAB-R scores for newcomers, NYSESLAT scores, ELA scores, and data available on ACUITY and ARIS in addition to other general assessments taken on a regular basis all serve to determine the academic needs and instruction plan for ELL students. Student performance and progress in subject classes is also taken into consideration. Collaboration with subject teachers and guidance counselors and their input as to the academic needs of the student further assists in assessing the academic and language needs of the students and instructional plan. ESL teachers attend ELA and Mathematics Department conferences and training sessions. During the year, ESL teachers confer with subject area teachers about their common students. In a series of ten formal Congruence Meetings, needs

of individual students are discussed.

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

All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. Instructional materials are diverse and multi-faceted. Content-based materials are used which are designed for the mainstream classroom and the ELL classroom. High interest trade books provide the basis for units of study. Many of these books are set in the native countries of the students. Tapping into prior knowledge, students master new skills using graphic organizers, understand text structure, build vocabulary, learn grammar, use reading strategies and write expository as well as personal essays. A few sample books include:

- The Korean Cinderella – fairy tale
- Passage to Freedom – social studies content, non-fiction
- Out of the Dust – social studies content, non-fiction
- Holes – fiction, novel
- The Down to Earth Guide to Global Warming – science content

At the beginning level, emphasis is placed on many strategies, which include the following:

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

We provide services for beginner, intermediate, and advanced students through scheduled pull-out classes and a push-in program. ELL students who have participated in an English language school system for less than one year and intermediate students are the target population for these push-in classes. The beginner and intermediate students are mainstreamed into all major subjects and also receive two periods of ELL instruction daily. During those ELL periods the following strategies are employed:

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

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

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

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

4. Marie Curie Middle School 158 follows a multifaceted approach regarding differentiated instruction to ELLs in schools less than three years (newcomers), ELLs in schools 4 to 6 years, long-term ELLs and SIFE students and ELLs identified as having special needs. . The needs of these students are varied and assessment is used to drive instruction.

a. Plan for SIFE: There are no SIFE students designated ELL this year.

When we have SIFE students, the plan is as follows:

SIFE students receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. SIFE students receive additional services beyond the mandated number of periods of ELL services in the form of push-in ELL, peer tutoring programs, PTA funded extra programs, ELL summer school and Title 3 classes. All ELL students are included in the extended day program.

- b. Plan for ELLs in school for less than 3 years/Newcomers: All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. New York State English Language Arts, English as a Second Language Learning Standards and Common Core State Standards serve as the basis for ESL instruction and planning. All programs for ELLs are aligned with the comprehensive Core curriculum. In conjunction, the four skill areas - listening, speaking, reading, and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach. Our plan is to provide ELL with a rigorous intensive Core curriculum to support the language and literacy development of ELL students.
- c. Plan for ELLs receiving service 4 to 6 years : .Our plan for those students who have been in ESL for 4-6 years is to focus instruction on their areas of weakness and work to improve their skills. We will also focus on developing reading and writing skills in order to move them further towards attaining a proficiency level on the NYSESLAT. We will work on specific strategies to improve their reading and writing skills. These students will receive additional individualized reading and writing instruction using computer based literacy programs “Performance Ed” and “Study Island”. These students will also receive additional services beyond the mandated number of periods of ELL services in the form of push-in ELL, peer tutoring programs, PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills. These students will receive additional support in reading and writing in Title 3 classes. All ELL students are included in the extended day program.
- d. Plan for Long-Term ELLs: The majority of our long -term ELLs are in special education classes and/or have been x-coded. Our plan for those students who have been in ESL for 6 six years is to focus instruction on their areas of academic weaknesses and provide tailored differentiated instruction as indicated on their IEPs. These students will also receive additional individualized reading and writing instruction via the computer-based reading programs “Ed Performance” and “Study Island Island”. ELL teachers will collaborate with special education and CTT teachers, para-professionals, and guidance counselors to meet their needs. Title 3, Saturday Enrichment, and as well as all other schools programs will be utilized to assist and attain a level of proficiency on the NYSESLAT exam.
- e. Plan for ELLs identified as having special needs. For those students with special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Teachers and Paraprofessionals provide tailored differentiated instruction based on long term ELLs assessed needs as indicated in their IEPs. They receive small group instruction in self-contained classes. They also have a bilingual para-professional who works one –on –one. Our plan is to continue working on areas of weakness. These students receive additional services beyond the mandated number of periods of ELL services in the form PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills,. ELL summer school and Title 3 classes. All ELL students are included in the extended day program

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

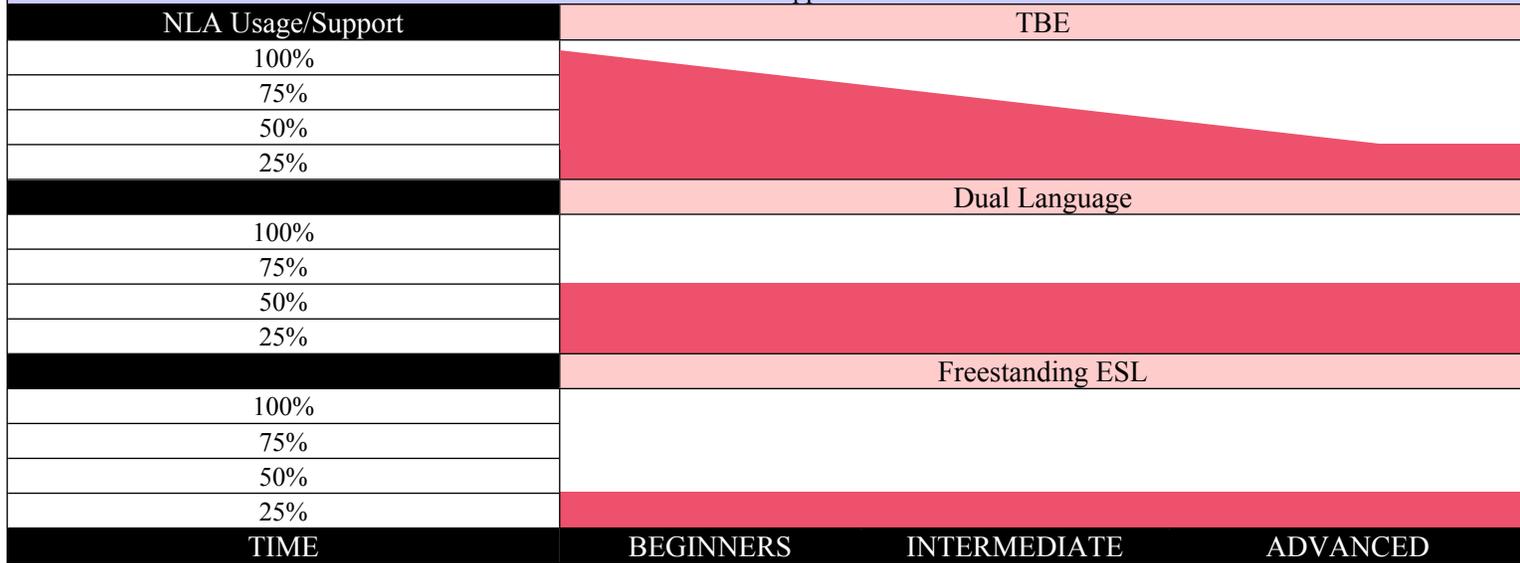
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Part IV. B. Programming and Scheduling

Marie Curie Middle School 158 follows a multifaceted approach regarding targeted intervention strategies and programs for ELLs, long-term ELLs and SIFE students. The needs of these students are varied and assessment is used to drive instruction. All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. Long term ELLs and SIFE students receive additional services beyond the mandated number of periods of ELL services in the form of push-in ELL, peer tutoring programs, PTA funded extra programs, ELL summer school and Title 3 classes. All ELL students are included in the extended day program.

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

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

The interventions for SIFE students include all of the above. In addition, they are provided differentiated instruction by all of their teachers. Individual prescriptive and diagnostic plans are designed to facilitate tutoring and instruction. Counseling and referrals for related services are given based on need. Appropriate bilingual related services are available. All SIFE Students participate in summer and extended day programs.

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

The extended day of 37.5 minutes is mandated for ELL students. Title 3 programs staffed by certified ESL teachers are provided both before and after school Tuesday to Friday mornings from 7:20 AM until 7:55 AM, Wednesday afternoons from 3:00 PM to 4:00 PM, and on Monday and Thursday afternoons from 3:00 PM to 4:30 PM. The purpose of all ELL instruction is to provide enhanced services for ELL students in the areas of listening, reading, writing, and speaking with the goal of lifting English ability to the level of proficiency as quickly as possible. The 37.5 minute small group additional instructional period as well as Title 3 services gives us a unique opportunity to focus on the areas of speaking and listening. A variety of instructional activities will take place including, creating and performing dialogue, discussion of academic and social issues, conversation about the news of the day, explicit guidelines on how to participate in main stream activities, and a general sharing of any and all concerns. In this way ELL students will be given the verbal and listening skills, in connection with their reading and writing skills, necessary for school success.

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

All English Language Learners are afforded equal access to all school programs. ELLs are afforded the same eligibility to participate in after-school programs as any other students. Translated notices of all school programs are distributed to parents of ELL students in their native languages informing them of all programs.

Programs will be enhanced for the upcoming school year. We are no longer working in partnership with Staff Developer, Ron Attivissimo of Classroom Inc. as this program no longer suits our needs. We have instituted school wide computer-based reading programs, Ed Performance and Study Island. These reading programs provide individualized differentiated reading instruction.

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

The Korean Cinderella – fairy tale

Passage to Freedom – social studies content, non-fiction

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

Holes – fiction, novel

The Down to Earth Guide to Global Warming – science content

In addition, we use the Visions program which is comprised of 4 levels: Newcomer, Beginning, Intermediate, and Advanced/Transition. These materials guide ELLs in their language acquisition. Basic language and literacy books for low-beginning students provide systematic language development as well as literacy instruction. It includes high-interest content-based readings of all levels to motivate students and uses a three-pronged scaffolding approach to meeting the standards: Introduce, Practice, Assess. Writing activities reinforce and recycle strategies. Technology resources such as the student CD-Rom provides an opportunity for practicing, re-teaching, and reinforcing listening and speaking skills, reading skills, and phonemic awareness. The Audio CD features all reading selections recorded for building listening/speaking skills, fluency, and auditory learning. Newbury House Dictionary with CD-Rom helps students develop essential dictionary and vocabulary building skills. It features a pronunciation CD-Rom and a companion web site. The CNN Video features thematic news segments from headlines to help build listening and content comprehension. The companion web site features additional resources. Grammar in Context series and More Grammar Practice workbooks helps students learn and review essential grammar skills.

Other content-based materials include Access Newcomers, Access , Social Studies, Access Science, National Geographic Language, Literacy & Vocabulary Windows on Literacy and Reading Expeditions Programs.

Our instructional materials include computer-based programs such as Rosetta Stone for beginners, Ed Performance which measures reading lexile levels, and Study Island which provides individualized reading instruction.

ELLs are given modifications during all assessments. This past school year, those accommodations were extended to former ELLs as well. Students who passed the NYSESLAT from 2007-2009 fell into this category. ELLs are given two modifications on all standardized tests – time and a half and a separate location. In addition, translations are provided for the math exam. Hearing-impaired students are tested separately by a teacher who signs the entire exam.

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

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

To assist newly enrolled ELL students and facilitate a smooth transition to Middle School, the Guidance Team conducts tours of the entire building in June for the incoming sixth grade classes. All feeder schools participate. Each school is scheduled for a separate date at which time a tour and orientation are held. ELL students can tour the building and acclimate to the new school environment. Claire Park, a Korean counselor provided by Asian Outreach at The Child Center of NY offers additional services as do our guidance counselors. All ELLs have the support of their teachers, administration, parent coordinators, and the guidance counselors.

ELLs are offered the same language elective as all students. Spanish is the foreign language elective offered at our school..

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Schools with Dual Language Programs: N/A

Marie Curie Middle School 158 does not have a dual language program

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development and Support for School Staff

ESL teachers work closely with other pedagogues as well as with the administration. Staff development is ongoing. The training includes strategies, inter-visitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELL students. Assistant principals, subject area teachers, special education teachers, and paraprofessionals attend staff development sessions. Guidance counselors, school psychologists, speech therapists, secretaries and parent coordinators are also invited.

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

ESL teachers meet with the content area teachers to work collaboratively to outline curriculum with a language development plan. There are several professional development conferences scheduled for the school year.

In March of 2010 our teachers participated in a full day of staff development. Teachers were instructed in accessing student data via ARIS. Importance of using the data to drive instruction was emphasized. Workshops were held in differentiating instruction and assessment. Teachers were given a Checklist for Differentiated Classrooms.

To provide support to staff to assist ELLs as they transition from one school level to another, teachers are invited to participate in one or more of the following practical, hands-on workshops. These workshops are offered in partnership with the Touro College Language Development. Titles of workshops include:

Learning Language Through the Arts- Strategies for English Language Learners

Uncovering the Science Curriculum Through Language: Boosting the Achievement of ELLs

Re-examining the E in TESOL through Poetry

Vocabulary and Comprehension Strategies for Adolescent ELLs

ESL teachers meet with the content area teachers to work collaboratively to outline curriculum with a language development plan. There are several professional development workshops scheduled for the school year to fulfill the minimum 7.5 hours of ELL training.

Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Staff will participate in ongoing, long-term staff development with a strong emphasis on the State Learning Standards, Unwrapping the Common Core State Standards, and high impact differentiated and academic language development strategies.

Unwrapping the Common Core State Standards

Balanced literacy for ELL students

ELL in the content area

Teaching ELL students in the Mainstream classes /ELL strategies and techniques for the mainstream teacher

Addressing all levels of ELLs in your classroom/Creating engaging lessons for ELL's

Incorporating the information into your classroom

Scaffolding Instruction for ELLs in the Secondary Schools

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

ELL congruence meetings monthly between ELL and Mainstream Staff.

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

E. Parental Involvement

Important school procedures are distributed to parents of ELL students in their native languages. The Parent Coordinator works together with a bilingual team to translate these documents. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek are present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences. As mentioned before, an orientation program is held in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed.. This

year our Back to School Night” orientation program was held on Tuesday, September 21, 2010 for parents. Included in this discussion were the parent survey and program selection form, our program overview, instructional strategies, activities, and programs being implemented to ensure that ELL students meet the standards and pass all required city and state assessments. On November 16, of last year, a second Parent Meeting was held. Interim Assessment exams, report cards, Title III programs and the approaching ELA exam were a focus. In February, a third Parent Meeting was held to discuss the remaining state exams and assess progress to date. Similar Parent Meetings will be held this year as well in November of 2010 and in February of 2011. Any issues and concerns of the parents will be addressed at these meetings. Parents are invited to attend special programs for the ELL classes as well as attending special assemblies.

The Parent Teacher Association is an integral part of our school and is supportive and involved in school programs. The Parent Teacher Association holds conferences once a month. The parents and guardians of all ELLs are invited and encouraged to attend. The needs of the parents of ELL students are addressed at these meetings. Parents of ELLs have the opportunity to voice their opinions and concerns at these meetings as well as at the ELL Parent meetings. Letters and information regarding assessments, report cards, and promotional policy are translated into the main languages of our ELLs by the Translation Unit of the Department of Education. Meetings and Parent/ Teacher conferences are held with translators present to address issues and questions.

In collaboration with the Parent Coordinator, the following workshops have been presented to the parents of our ELL and English speaking students.

Parent and Student Workshop Series

- Middle School Success Strategies
- Parent’s Guide to 8th Grade Exit Projects
- Communicating With Your Teenager
- Internet Safety and Cyberbullying

Parents and guardians of ELLs are also invited to Resource Fairs in partnership with the Citywide Council of Special Education. Parents can come and learn about community resources and recreational opportunities such as:

- AllCare Provider Services
- Bi-Linguals Inc.
- Resources for Children with Special Needs
- Parent to Parent
- The Child’s Place for Children with Special Needs....and many more

Resources For Children With Special Needs Inc. is another organization that provides summer programs for children with disabilities to which ELL parents have access.

Our ELL parents and guardians also have the opportunity to attend Free Adult English as a Second Language Classes at P.S. 133 in Bellerose every Monday and Wednesday from 11:00 AM –to 2:00 PM. Classes are conducted by the Office of Adult and Continuing Education of the Department of Education.

ELL Parents are encouraged to use the ARIS Parent Link. Up-to-date academic information is available in nine languages. The Parent Coordinator is available to help parents utilize this resource.

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	12	8					24
Intermediate(I)							2	4	8					14

Advanced (A)							15	10	5					30
Total	0	0	0	0	0	0	21	26	21	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	7	3				
	I							3	4	7				
	A							5	5	5				
	P							8	4	4				
READING/ WRITING	B							3	9	5				
	I							1	4	9				
	A							11	6	4				
	P							2	1	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	7	2	0	13
7	4	2	0	0	6
8	4	3	0	0	7
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			4		8		5		17
7			5		8		3		16
8			5		5		8		18
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		10		3		16
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1	1		17		1		20
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V. Assessment Analysis

Based on an analysis of data patterns across proficiency levels in grades six to eight, the majority of ELL students who take the LAB-r exam are newcomers to the country and are beginning students.

A further analysis of data patterns across proficiency levels and grades shows that in grades six to eight there is generally an equal number of beginning, intermediate, and advanced students. Special attention is given to the subtests as reported on the RLAT so that once again, instruction is differentiated and students' weaknesses are addressed. According to the RLAT, most students need extra support in reading and writing as opposed to speaking and listening. This is a common pattern for ELLs.

Student progress is measured by also reviewing student performance on the ELA, and other Periodic Assessments. The needs of ELL students are identified by performance on the Acuity Predictives & ITA's, informal reading and writing assessment portfolios. Results are reviewed and shared during team meetings for instructional planning. We are learning that the majority of ELLs are meeting the standards in math attaining scores of 3 and 4 on Periodic Assessments; however, most ELL students continue to need support in reading and writing skills.

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

Last year school leadership and teachers implemented various strategies to support the school wide focus of improving our students' inference skills using the results of the ELA and Periodic Assessments. This year the teams long-term goal for the 2010-11 school year is for all students to improve their reading comprehension skills focusing on vocabulary development as measured by a 0.5% increase in proficiency rating on the 2011 New York State tests. To achieve our goal, the team will research targeted strategies teachers can use across the content areas. Our short-term goal involves using vocabulary specific to the analysis an application strand of Bloom's Taxonomy. Over the course of the year, at several meetings of the Language Allocation Policy Team, which includes representatives of all stakeholders, analysis was made of ELL progress as indicated by the NYSESLAT. By examining the RLAT which shows NYSESLAT and LAB-R results over several years, it became obvious that marked progress is being achieved by most ELL students. The results of the 2009-2010 New York State standardized tests indicated with continued content-based ELL instruction, staff development and adhering to congruence, our ELL students have and will continue to progress. The consensus is that by and large ELL students are succeeding, but that the goal is to ensure that all succeed.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		