



THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING & HEALTH PROFESSIONS

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 10X237

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 237 **SCHOOL NAME:** The Marie Curie School for Medicine,
Nursing & Health Professions

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

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

SCHOOL CONTACT PERSON: George Ludovici **EMAIL ADDRESS:** gludovici@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: George Ludovici

PRINCIPAL: Rodney Fisher

UFT CHAPTER LEADER: Judith Hall

PARENTS' ASSOCIATION PRESIDENT: Yvette Vazquez

STUDENT REPRESENTATIVE:
(Required for high schools) Devin Sepulveda

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: Cristina Jimenez

SUPERINTENDENT: Elena Papaliberios

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
Rodney Fisher	*Principal or Designee	
Charlie Cates	*UFT Chapter Designee/Teacher/Recorder	
Yvette Vazquez	*PA/PTA President and Title I Parent Representative	
Ruth Rivera	DC 37 Representative, if applicable	
Shasae Martinez	Student Representative	
Devin Sepulveda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elsienay Verdoyo	Student Representative	
Stephanie Russo	CBO Representative	
George Ludovici	Teacher/Chair	
Adhana Guggino	Teacher/Finance	
Patricia Sanchez	Parent	
Sharon Jhagroo	Parent	
Sunday Nnah	Parent	
Maria de la Cruz	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

MCS is fortunate to be supported by a number of community-based organizations, including Mosholu Montefiore Community Center, Lehman College, Empowerment School Support Organization network team, and the Bronx ISC. We have a very strong partnership with MMCC and they provide support in a number of ways: On-site college office team that supports students with college choices and visits, the college application process, college exam applications, and collaborates with ELA teachers on college essay process, transportation to internship sites for about 100 students & other supports for HS Health Internship Program, extended day recreational programs and summer leadership training programs. Lehman College provides college level courses carrying college credits as part of College Now; professional development for 9th and 10th grade teachers, Teacher Academy for math and science teachers.

Extracurricular activities fall into three categories: leadership & support (Student Government Association, Peer Mediation, Summer Orientation), academic (SAT Prep Program, Extended Day/Credit Recovery, After-school Tutoring, Saturday Regents Prep Program), and physical activities and recreation (yoga, running, soccer, volleyball, basketball, cheerleading, French).

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:	The Marie Curie School for Medicine, Nursing, and Health Professions				
District:	10	DBN #:	10X237	School BEDS Code:	321000011237

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> 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	0	0	0		90.9/86.	90.8/88.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.5	93.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	66	0	0		74.8	84.1	90.3		
Grade 8	66	62	0						
Grade 9	102	134	161	Students in Temporary Housing: Total Number					
Grade 10	70	79	126	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	85	61	72		2	15	TBD		
Grade 12	80	69	49						
Ungraded	0	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	469	405	409		6	3	0		
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	3	4	10						
No. in Collaborative Team Teaching (CTT) Classes	18	24	33	Principal Suspensions	7	17	TDB		
Number all others	32	27	25	Superintendent Suspensions	2	2	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	46	47	42	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	20	(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	30	31	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	5	4	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	1.3	1.2	0.5	Percent more than two years teaching in this school	30.0	64.5	TBD
Black or African American	30.3	27.9	33.7	Percent more than five years teaching anywhere	26.7	22.6	TBD
Hispanic or Latino	64.6	66.7	61.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.5	2.0	Percent Masters Degree or higher	67.0	71.0	TBD
White	1.3	1.7	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0	100.0	TBD
Multi-racial							
Male	23.2	19.5	17.6				
Female	76.8	80.5	82.4				

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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
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 (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	✓
	Math:	✓	Math:	✓
	Science:	✓	Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓	✓	✓	✓	✓	
Ethnicity							
American Indian or Alaska Native						-	
Black or African American	-	-	-	-	-		
Hispanic or Latino	✓	✓		✓	✓		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-			-	
Multiracial							
Other Groups							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	✓	✓		✓	✓		
Student groups making AYP in each subject	3	3	1	3	3	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		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B/A	Overall Evaluation:	✓
Overall Score	58.3/85.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	7.3/10.7	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	18.5/24.4	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	32.5/43.3	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	NR/ 7.0	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

The Marie Curie High School for Medicine, Nursing and Health Professions is in its seventh year of operation. Our first graduating class attained a graduation rate of 88% with over 80% of our graduates going on to attend post secondary education. Two years ago our graduation rate reached 91%, last year, we attained a graduation rate of 80%. We earned an A on our high school Progress Report for the '09 – '10 and the '08 – '09 academic years. Our health theme is strong as we continue to expand our thriving internship program by forming partnerships with additional hospitals and health facilities.

first 3 cohorts were more on track with a higher number of Regents passed earlier than the current 12th grade. Consequently, we are targeting our current graduation cohort as a priority for support services as one of our goals. With an increasing number of students with individual education plans (IEPs), the number of students having difficulty passing Regents exams has increased. Students receiving special education teaching support services (SETSS) tend to have a higher success rate than students in need of a smaller setting. It is a challenge for us to meet their needs; however, after school and Saturday sessions are offered to provide supplemental supports for our low achieving students. We have noticed that many of our special education students chose a school for its location or a program that sounds good, rather than for the services it offers.

English language learners are not passing Regents exams at the same rate as other students. Long-term ELLs tend to have comprehension difficulties because they have low literacy levels in their native languages and in English. Although they have received ESL services prior to high school entry, the emphasis appears to have been literacy and social situations. They are not sufficiently prepared for the academic rigors of the high school content area courses. For example, the ELLs are not sufficiently able to express their ideas in English nor to write acceptable responses to the document based questions (DBQs) and other essays on the Global Studies Regents. Consequently, we provide ESL services in the content areas, in addition to the literacy in the ELA classes. This allows us to meet the required number of minutes/periods of ESL/ELA support services mandated by NYS. Additional support is provided in the content area to enable the students to access the content and overcome language barriers to their passing.

Marie Curie's successes include a high percentage of high school students earning ten or more credits each year and passing Regents exams with a score of sixty-five or above. This is due to the school's

strength in using data analysis as part of major planning initiatives. Our strategies include: professional development sessions for sharing of best practices, modeling of lessons, strategies, techniques, and development of curricula, in many different venues, including administratively organized instructional rounds, monthly grade level, weekly new teacher mentoring, weekly department, monthly faculty, conferences and meetings, as well as teacher organized collaborative planning sessions. Teachers also visit schools within our network to observe best practices. Children First Network (CFN) staff, Acuity, Scantron, and other interim assessment representatives are sources of professional development in understanding, gathering, and using data in our planning. In order to improve student performance, the staff of Marie Curie makes use of data from summative and formative assessments such as the NYS ELA and Math Exams administered to 8th graders, NYS Regents exams for high school students, interim assessments, journals, lab reports, class, and homework assignments, in addition to low inference observations by staff and administration.

The school is part of Common Core Standards (CCS) Performance-based Assessment and Assessment For Learning (AFL) pilots for professional development to utilize performance based and AFL strategies. This places considerable emphasis on active engagement of students being at the center of the learning process. Students are supported to self and peer assess and also become involved in school-wide and classroom inquiry and research providing a much-needed perspective to enact reform at those levels of learning. Deep knowledge of students is expected to help us move beyond merely tracking students but to support personalized learning in differentiated contexts. In addition, the development of the school's diagnostic capacity will support and sustain school improvement activities.

As part of the CCS, staff members participate in training sessions to prepare them to participate in this study. Two of the members of the team went for monthly training in a series of teaching and learning modules which they turn-keyed for other staff members. The team included ESL and SE services providers, and representatives of the four core disciplines. We are now in the third year of implementing AFL strategies and this will be our first year with the common core for performance based assessment. Additionally, there will be more time focused on analyzing current practices to establish best practices for the school. Improved instruction will result in higher achievement for all segments of the school community.

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

As part of our medical focus, 9th grade students participate in a Mini-Meds program on Saturdays and a Mentoring in Medicine program after school. Our health and wellness internship program for our 10th -12th graders at numerous health facilities throughout the Bronx and Manhattan is a major strength of the school. Marie Curie has a strong ongoing relationship with our lead partner The Mosholu Montefiore Community Center, which has played an integral part in our staffing, creating our college center, as well as assisting our students with summer jobs. This program is a highly regarded opportunity for our students and as such, it motivates students to succeed in other areas of the high school experience in order to qualify for participation in internships.

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

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

A challenge, which is endemic to the current world we live in, is the declining school budget, due to citywide cuts and declining enrollments with the increasing number of new small schools. Previously, we were able to keep classes small on all grade levels; however, currently, some of our classes have approached maximum allowable levels. This is a barrier to the development of relationships and the more personalized classroom attention in a small, nurturing community. To counter this problem, we created small group opportunities for students in our after school and Saturday academic programs, as well as our cultural and recreational activities. In addition, many of our teachers, by choice, spend many hours both before and after the regular school day in the building. Students seek them out for small group conversations, assistance, and attention. Advisory allows for more diverse small group settings during the school day closely aligned to student needs and interests. Social workers and guidance staff are available to meet with students and support them in getting the assistance they need.

We are constantly looking at ways to increase our parental engagement and involvement within our school. Our parent coordinator has gained experience and takes advantage of all opportunities to increase skills. Marie Curie's PTA reaches out to parents and staff members to brainstorm activities, workshops, events and fundraisers for our school.

As part of our Inquiry Team study over the last three years, we noticed that our 9th graders often do not do as well as other groups. To address this we established a Saturday Learning Academy. Many 9th graders attended summer school to make-up credit deficiencies. As a result, we look carefully at our incoming 9th grade. We review their academic achievements, analyzing the data from the NYS 8th grade exams in ELA, math, social studies, and science. From the data, we identify entering students who would benefit from a program with more scaffolding and place them in a program incorporating foundation courses, skills building, and independent work habits development. We identify students entering with high school credits and passing Regents grades and program them into a 9th grade accelerated math program and a skills building track. The skills building track has a foundations in science course to strengthen skills required for success in Regents science courses and a literacy in the content area program to support students in understanding and using text books, charts, graphs, and other support materials for success in content area courses. We increased the variety of courses offered to the students in our honors program. We believe that this has enabled more of our 9th graders to make satisfactory progress through their high school careers.

We will continue to follow last year's 9th grade and 10th grade students as well as this year's 9th grade to see which elements of both programs result in greater achievement for our students. In addition, to meeting the needs of our higher-level students in other grades and offering more rigorous instructional levels, we are gradually expanding our AP offerings. This year, we are offering an AP course in US History course for juniors.

For students already achieving success with Algebra2/Trig, we send them to Hostos Community College for Intermediate Algebra and to Lehman College for pre-calculus through the College Now program. Marie Curie accepts aspiring teachers from Lehman College to participate in our Math and Science classrooms as part of their training. In addition, through our partnership with Teachers College, doctoral students visit MCS to support the science teachers.

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) **By August, 2011, 20% of the students whose transcripts indicate failed academic courses will participate in credit recovery opportunities and earn at least 2 credits.**

We will increase opportunities and improve the student supports available in our credit recovery program. Our goal is to encourage more students to make up missing credits and graduate with their entry cohort.

- 2) **By August, 2011, there will be a 5% increase in the number of students meeting the NYS Social Studies graduation requirement for Global Studies as measured by the scores on the Global Studies Regents.**

Students have had difficulty in passing this Regents, so we will focus our energies on improving the skills needed for success on this exam.

- 3) **By June 2011, 50% of the students with attendance in the 60% - 79% range will raise their attendance rates by 2.5% as measured by the ATS reports**

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

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): Academic Progress

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August, 2011, 20% of the students whose transcripts indicate failed academic courses will participate in credit recovery opportunities and earn at least 2 credits.</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"> • Review student transcripts to determine who and what is needed (guidance/programming committee) (August/September, January/February) • Grade level meetings to create personal intervention plans for students revealed in transcript audits (grade level teachers & guidance/social workers) (Review & revise in September, January, February, May) • Department meetings to create subject specific credit recovery plans/programs (subject teachers) (Review & revise in September, November, January, February, April, June) • Review on-line credit recovery programs and select one (administration & select staff) (September/October) • Goal setting as a meaningful activity in motivating and moving administration, staff and students along the continuum. (administration, staff, students) (throughout the year) • Professional development program from AUSSIE on goal setting with consultant to work with administration and staff to create an effective school-wide goal setting plan (administration, staff) (fall) • Program under credited students with emphasis on upperclassmen for credit recovery classes during the school day and during after school programs (guidance programming committee) (September/October & January/February) • Create intensive credit recovery programs for January and June Regents weeks • Create intensive credit recovery opportunities for school vacations

	<ul style="list-style-type: none"> • Create new courses to support students by covering new material, but reinforcing skills that are needed for the failed courses in SS, science, math, and English • Monitor student progress (guidance/social workers, advisors) (formal review of report cards each marking period, interim check-ins with teachers mid-marking period & as needed)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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"> • Allocate Title I funds for the necessary licenses, per session for staff to support/monitor use of online credit recovery programs in afterschool programs • Allocate Title I funds and FSF Incremental for per session programs for additional time-on-task for afterschool and Saturday credit recovery programs • Allocate Title I funds for per session for staff for preparation of materials for credit recovery programs • Allocate Title I funds for AUSSIE professional development services on goal setting • Allocate Title III funds to support ELLs and others in afterschool programs • Allocate staffing to supervise • Allocate classroom space • Provide staff training in the use of the selected software.
<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"> • Students are scheduled for specific credit recovery classes in September, January & July. Teachers monitor progress throughout each semester. • Subject teachers monitor progress in intensive credit recovery programs & review completed work. • Report cards are monitored by guidance & administration for progress in November, January, April, June. • Teachers monitor quality of work/grades of students in their classes. • Conferences with students, phone calls & letters to parents, conferences with parents for demonstrated effort, for problems with participation, completion of work, etc.

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August, 2011, there will be a 5% increase in the number of students meeting the NYS Social Studies graduation requirement for Global Studies as measured by the scores on the Global Studies Regents.</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"> • Professional Development for SS teachers: - Partner with Teachers College for coaching in curriculum mapping, development of formative assessments, planning differentiated instruction and analyzing data for data driven instruction. (October – January) • Incorporate new structures in lessons for more targeted, engaging activities • Use of practice Regents questions • Increased use of DBQs in class assignments • Create new department courses that will re-introduce critical skills for success, while covering new content. (SS teachers & programming committee) (summer/September & January) • Schedule students for intervention classes (Programming Committee) (September & February) • Provide afterschool & Saturday tutoring & Regents prep sessions (SS & ESL/SE teachers) (October – January, February – June)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Allocate Title I funds for the Teachers College professional development services. • Schedule time for group & individual conferences with Teachers College coach. • Allocate FSF Incremental funds for per session for increased time on task sessions for tutoring and Regents prep. • Allocate time for department meetings. • Allocate funds for administering and scoring mock Regents exams • Allocate Title I funds for workshops on data driven instruction

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Teachers will monitor progress throughout the semester, reviewing homework assignments, quizzes and tests, essays and DBQs and providing timely feedback to students and parents.
- Mock Regents will be administered in December & January for the fall semester and in May & June for the spring semester
- Practice Regents questions will be used for in-class exams and homework assignments. Responses will be reviewed with students and used to drive instruction in classes throughout the year and in December/January in the fall & May/June in the spring as part of tutoring & Regents prep sessions.
- Mock Regents responses/results and practice question responses will be analyzed and the results will be used to inform instruction in classes and Regents prep and tutoring program sessions.

Subject/Area (where relevant): Attendance

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of the students with attendance in the 60% - 79% range will raise their attendance rates by 2.5% as measured by the ATS reports</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Increased support by guidance and attendance teams</p> <ul style="list-style-type: none"> • Attendance team will meet weekly • Attendance team will identify students in need of increased monitoring and support • List of students will be distributed to advisors and subject teachers • Mentors will be assigned to each student • Daily face-to-face check-in for monitoring and fostering a supportive relationship • Counseling with guidance counselor and social worker <ul style="list-style-type: none"> ○ Incorporate self-monitoring skills ○ Instill sense of responsibility for actions ○ Develop stress management techniques ○ Foster better understanding of situations through role playing ○ Understand relationship between attendance and success • Interventions to remove obstacles to attendance <ul style="list-style-type: none"> ○ Supervised peer mediation sessions ○ Teacher student conferences ○ Parent student conferences • Use of text messages through Boostup.org for support in extreme cases • Monthly incentives to promote & reinforce positive changes in attendance • Investigation of absence/lateness through calls, letters, home visits (attendance teacher & team, with support of parent coordinator and school aides) • Social work intern makes calls 3 times per week to reach out to selected students & their parents to establish personal contact, make them feel missed and more a part of the school community <p>Increased parent involvement</p> <ul style="list-style-type: none"> • School Messenger for daily contact for absence and lateness • School staff will make phone calls to contact parents about student progress • Parent coordinator & attendance teacher support classroom teachers in outreach & getting information to parents <p>Additional supports for more difficult cases</p>

	<ul style="list-style-type: none"> • Attendance teacher making more frequent visits to homes • Use of network and district level resources • Referrals to on-site Riverdale Mental Health Clinic counselors • Participation in on-site parent support counseling program run by Columbia Presbyterian Medical Center staff • Support in navigating the juvenile justice system • Referrals to outside agencies for family counseling and intensive individual counseling services • Referrals to ACS
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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"> • Solicit parent support <ul style="list-style-type: none"> ○ Use translation funds for support staff to make phone calls to engage parents as partners in educational process ○ Use Title I funds for support sessions with social worker • Parent coordinator & attendance teacher to have staggered schedules to reach out to working parents • Allocate Title I funds for per session for attendance teacher and social worker to make home visits • Allocate Title I funds for per session for social worker to meet with parents and students for follow-up and referral sessions
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitor targeted students through daily check-in and ATS reports (RDAL) • Review attendance weekly for targeted students using ATS & CFN reports (RISA, RCUA, RRSA) • Weekly conferences for discussions of obstacles students/parents are still facing • Review school-wide attendance reports monthly • Increase frequency of attendance of chronic absentees by 1% on a monthly basis

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								
7								
8								
9	153	112	40	3	70	0	34	9
10	114	114	67	38	45	0	32	8
11	45	72	28	40	25	0	27	11
12	5	42	10	9	25	0	20	6

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

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

Part B. Description of Academic Intervention Services

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:	9 th grade students are provided with additional periods built into the daily program. Students preparing for NYS exams are offered Saturday and after school test prep sessions.
Mathematics:	Most students are provided with additional periods built into the daily program. Saturday and after school test prep sessions are offered to students getting ready for NYS exams. Students who have not passed Regents exams are programmed for Regents prep sessions twice weekly. Before-school Regents prep and tutoring groups provide support for struggling students who attend the late session of classes. Teacher Academy interns provide additional support for struggling students on Fridays. A once per week small group session is provided for students who are deficient in basic skills.
Science:	After school and Saturday prep sessions provide for small group curriculum review and test taking skill development for students taking NYS exams. Students who have failed a science Regents are programmed for a Regents prep class twice weekly. The Montifiore Mentoring in Medicine Program provides weekly tutoring in basic science skills for struggling students. The Program also provides a weekly program of hands-on activities to actively engage students in science learning. The STEMS Program provides interactive, career oriented, hands-on field experiences with scientists, engineers and researchers for accelerated students in the area of student interest. The NYU Mini-Meds Program provides scientists, experts and pre-med students to enrich, expand and enhance classroom learning as well as student field experiences in science and health allied fields.
Social Studies:	After school and Saturday sessions provide curriculum and test question review in small groups for students taking NYS exams. All students who are not on track for graduation because they have not passed the Global Studies Regents are programmed for either a 4-period per week Global Studies class with a licensed Global Studies teacher or 2 to 3 periods of Regents prep with a support services teacher, either special education or ESL, to work with students on test taking and organizational skills through the content area.

At-risk Services Provided by the Guidance Counselor:	Counseling is provided to the student both on an individual basis and in a group setting as needed. Students are given an opportunity to discuss and plan short term and long-term goals pertaining to academic success, organizational skills, and emotional support issues as well as continue to address progress towards college and post secondary goal setting. Students meet on a weekly or bi-weekly basis during a non-academic period such as lunch and advisory periods.
At-risk Services Provided by the School Psychologist:	Conducts initial and on-going assessments for students referred for Special Education services. Since they are in the building part time and split between 2 schools, they are not available for at-risk services
At-risk Services Provided by the Social Worker:	Students are provided with one-to-one counseling, small group counseling, study skills and time management training as needed. Most services are provided during the school day, but also occasionally after school. Services are provided for students who are facing emotional difficulties that are interfering with their schoolwork, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy, students referred by teachers, and self-referred students.
At-risk Health-related Services:	Students who engage in high risk sexual behaviors are offered psychological counseling as well as appropriate follow-up services as needed. Students who have chronic diagnoses, such as allergies, asthma, and diabetes are also monitored frequently. Staff members have been trained in how to attend to emergencies that arise as a result of these chronic conditions. Students who are pregnant and or parenting are also offered counseling in either small groups or individually. These groups focus on self-care as well as how to access resources.

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

NCLB/SED requirement for all schools

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

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) 9 - 12 **Number of Students to be Served:** 30 **LEP** 0 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

ELLs are identified in various ways. The records of students arriving on list notice or DOE transfers are reviewed to determine if a student is currently classified as an ELL or is a former ELL. Students who are new to the country or first time admits to the NYC school system arrive with their parents who are given the HLIS form, which is reviewed to determine if the student needs to be LAB tested. The parents and students are informed about the ESL program and services we offer, as well as other programs available through the DOE.

Our ESL support is provided in a content area push-in program, as well as ELA/ESL classes. Depending upon the ESL level as determined by the NYSESLAT exam, the students are supported with 4 – 12 periods of ESL in the content area classes, which is in some cases in addition to 6 pds of ELA for 9th - 12th grade students. The ESL teachers meet with and plan with the content area teachers to work on techniques and strategies for implementing best practices for instruction for the ELLs. The assistant principal meets and plans with the ESL teachers monthly. All teachers know which of their students are ELLs and what modifications they are entitled to for testing. The data analyst provides data to administrators and staff to drive instruction. ATS and Stars reports are provided. In addition, she analyzes the data from report cards, credit accumulation, Regents pass rate, attendance patterns, and correlates them with sub-group status, including ELLs, IEPs, ethnicity, and the bottom third. Often, our ELLs are part of more than one sub-group.

All students take ELA, math, science, social studies, and physical education every term, as well as the required units of health, arts, foreign language, and electives to complete graduation requirements. ELLs have the opportunity to participate in the same

courses as EPs. The ESL teachers push into content area courses to provide support for ELLs and to enable them to better access the content through ESL methodologies. All school data is analyzed for the whole school and by subgroups, including ELLs, to drive curricular and instructional decisions. ELLs have the same opportunities as all students to participate in after school and Saturday academies, for small group tutoring and test prep. Extracurricular activities include, SGA (student government), yoga, cheerleading, open gym, running, clubs, and internships. The programs are open to all students, including ELLs, who are on track socially and academically. These activities allow the ELLs to practice skills learned in class and use their English to work with their peers outside the classroom.

Title III, Part A LEP Program

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

Based on an analysis of data and needs assessment, we have determined that ELLs need additional support in passing Regents exams, earning credits in the required academic courses, and college readiness. We have also determined that many ELLs are reading below grade-level, which is a detriment in passing exams, earning credits and college readiness. Additionally, we have noted that 87.5% of the ELLs are long term and 56.2% are classified as learning disabled with IEPs. In response to this, reading interventions will take place using the Achieve 3000 reading program.

The Title III funds will be used to provide an after school program where small groups of ELLs will meet with an ESL teacher to work on reading/language development skills using Achieve 3000. The teacher will create mini-lessons based on the difficulties the students experience completing the computer sessions, due to language needs or disabilities. These students will also be encouraged to access the Achieve 3000 program in their free time. All ELLs will be eligible and encouraged to utilize the lessons in Achieve 3000 to reach student and teacher generated reading goals. Title III funds will be used to purchase incentives to encourage and motivate the students to put additional time and effort in to advance within the program and master language and reading skills. Students will be encouraged to utilize both English and Spanish applications, as studies have shown that Native Language Literacy transfers into second language literacy, and may provide other cognitive benefits.

In addition, the after school sessions will be used to further our goals of increasing the number of ELLs on track for earning Regents diplomas. Content area tutoring and support will be provided as part of the program.

The program will meet for two 1.5 hours sessions per week with each teacher .Two teachers will work with the students.

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

The ESL teachers have participated in QTEL training and subscribe to the philosophy and make use of the techniques in their classes. They will continue to turnkey strategies for other staff members. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. The school is part of a network PAN grant for providing professional development to improve the quality of classroom instruction. Assessment for Learning (AFL) strategies, student engagement and the Common Core Standards are the major school-wide initiatives for professional development this year. Monthly training sessions will take place, as well as study groups and inter-visitations to improve the quality of instruction for all students. In addition, professional development will take the form of planning sessions. The 2 - teacher Title III team will meet monthly for four months in a study group for an hour and a half with an F-status teacher with a NYC ancillary bilingual certificate who serves as the data specialist for analyzing the data and reviewing student work to drive the instructional planning, as well as to review language objectives and ESL methodology.

Parent Involvement:

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

Form TIII – A (1)(b)

School: 10X237 BEDS Code: 321000011237

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

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$12,880	63 hours of per session each for 2 teachers to provide direct instruction to prepare ELLs for NYS Regents exams, accumulate credits toward graduation, improve language skills and 1 assistant principal to provide supervision for the program 21 weeks x 3 hours x 2 = 126 hours X \$49.89 = \$6297.48 21 X 6 X 1 = 126 hours X \$52.21 = \$6578.46 (\$6297.48 + \$6578.46 = \$12875.94)
	\$900	1.5 hours for 4 sessions for 3 teachers for professional development 1.5 X 4 X 3 = 18 hours X \$49.89 = \$898.02
	\$315	2 hours for 1 session for 2 teachers, 1 assistant principal for an informational parent meeting 2 hours X 2 teachers + 1 assistant principal = 1 X 2 X 2 = 4 hours X \$49.89 = \$199.56 + 1 X 2 X 1 = 2 X \$52.21 = \$104.42 (\$199.56 + \$104.42 = \$303.98)
Purchased services		
Supplies and materials	\$655	Review books, calculators, pencils, pens, incentives, materials to support parent involvement and direct instruction
Educational Software (Object Code 199)		
Travel		

Other	\$250	refreshments
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

In-house staff will provide oral interpretation services. Bilingual school aides will make daily phone calls to students' homes for attendance purposes. In addition, other bilingual staff, including, an F-status teacher, classroom teachers, a paraprofessional, and school aides will be available to provide translation services for other staff and parents. Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as translators at Parents' Association meetings and any other meetings when school staff is not present.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$307,956	\$152,233	\$460,189
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,080	\$1,522	\$4,602
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,398	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,796	*	

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.

The School Parental Involvement Policy is attached to the back of this CEP

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.

The School Parental Compact is attached to the back of this CEP

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.

Section IV Needs assessment

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.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

- a. strategies and plans for professional development to improve the quality of instruction, i.e. Teachers College Coach
- b. periodic review of student performance activities and data analysis to make decisions and revise instructional goals and plans, i.e. AUSSIE consultant services on goal setting
- c. programs, and academic supports provided to students not meeting targeted goals, after, before, in-school, Saturday, vacation, Regents week programs for students,
- d. new course in problem solving to meet language deficits interfering with content acquisition; i.e. vocabulary study, subtleties of language, denotation and connotation
- e. counseling, strategies for self-monitoring, family support for struggling students provided by school staff, interns, Riverdale Mental Health Clinic

In addition, enrichment programs and other supports are offered

- i. the Living Environment classes are participating in a program partnered with Mentoring in Medicine to provide more engaging activities to raise academic achievement

- ii. The living environment and chemistry classes will use diverse modes of inquiry to engage students in problem solving and inquiry-based learning. They will utilize project based pragmatic applications to engage students in the subject matter. Differentiated instruction will incorporate collaborative learning teams and activities geared to the varying learning modalities.
- iii. The school is working with Hostos & Lehman Colleges, to offer advanced and more rigorous courses to our students. They are earning college credit and getting acclimated to the expectations of college level courses.
- iv. Mosholu Montefiore Community Center (MMCC) partners with the school to provide bilingual college and career awareness programs for students and parents through the college office staff housed at MCS.
- v. Achieve 3000 site licenses were purchased to support the bottom third, ELLs, and students with IEPs to improve their reading skills to enable them to better understand the print materials in the content area classes. The program is being used during the day and in afterschool programs.

3. Instruction by highly qualified staff.

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

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

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

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

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

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

The Marie Curie School social workers, and other staff reach out to parents to involve them in the school through meetings, workshops, conferences, celebrations, and student performances. School aides make daily phone calls to parents of students who are absent or late to keep them informed. Our attendance teacher contacts parents and makes home visits, not only for attendance purposes, but also as a school liaison to confer with parents and inform them of programs, meetings, and other opportunities for them and their children. During the year, we hold parent meetings for various populations, grade level meetings for parent of seniors on the college application process and senior activities, juniors on college readiness and the path to college, SBIT about the initiative and ways they can support their children at home, Yoga Nights for parents, workshops on asthma, gang prevention, health insurance and a community Thanksgiving dinner, Mothers Day and Fathers Day activities, and a parent recognition program.

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

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.

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

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

We begin the school year with baseline/diagnostic assessments in all subject areas, which are used to inform and drive instruction for all students. Student goals are set and differentiated instruction is planned to support student progress. At the end of a cycle, the students meet with their teachers to assess and reflect on student achievement and set new goals. Instructional periods are added to various subjects for additional time on task. Students experiencing difficulties with Regents exams are scheduled for Regents prep sessions after school, Saturdays, and summer school. Increased credit recovery programs are being made available to support students to progress toward graduation. A program of homework support, tutoring, and study sessions for ELLs, students with IEPs and bottom third with ESL and SE teachers is being implemented this year. Social workers and other counselors meet with students to work on self-assessment and other issues, which may impact on their academic progress. Advisory groups allow time for student supports and

addressing issues, such as skill mastery, homework help, organizational support, study skills, tutoring, etc. in small groups. MCS also has after school and Saturday Regents prep and small group tutoring sessions.

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

The Marie Curie School with its lead partner, the Mosholu Montefiore Community Center, provides many programs to support students. Our College Office provides students and parents with guidance and one on one time to review college options and complete required paper work. We have a peer mediation program designed to teach students coping strategies as alternatives to violence. Participants gain valuable leadership skills. In conjunction with the In School Youth program, our students benefit from sessions on preparing resumes, applying for jobs, participation in SYEP and being gainfully employed in the summer jobs program. Our school internship program affords students the opportunity to work with health care professionals in real world settings, including The Jewish Home and Hospital, Terrace Center, Jacobi Hospital, North Central Bronx Hospital, among others. Health and nutrition are elements of the basic tenets of the MCS philosophy. Health themes are incorporated into all facets of school life. Nutrition units are part of all health courses. Student groups choose healthy snacks as part of their fundraising activities. MCS is part of several pilot programs, including correlating eating a healthy breakfast in the classroom with improved student performance and a water program. To encourage students to drink more water and make it the beverage of choice, the cafeteria has set-up a beverage fountain, like those in fast food restaurants. MCS is also a taste-testing site for the DOE. Students sample new products and give their feedback to impact decisions as to which new foods will be introduced in the NYC public schools.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$258,682		16, 17, 20, 34-35, 36, 43
Title I, Part A (ARRA)	Federal	✓			\$150,711		16, 17, 20, 34-35, 36
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000		16, 17, 20, 28
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$1,940,334		13 – 17, 34-36

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;

-
- **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 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.

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

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

Not Applicable for 10X237 – Marie Curie

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: _____ **SURR³ 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)

Not Applicable for 10X237 – Marie Curie

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.)

There are 5 students in temporary housing.

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

Posters are displayed throughout the school, which describe the rights of homeless students. Students meet with the social worker on an as needed basis in order to discuss their housing status and their rights under the McKinney -Vento Act as well as to receive short-term counseling. Title I funds will be used to cover 2 hours per month of per session time for the school social worker to meet with the 5 students in temporary housing to provide group and individual counseling. Additional services will be provided as needed.

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)



THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING AND HEALTH PROFESSIONS

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

“One Team, One Dream”

Rodney Fisher, Principal ◊ Peta Williams, Assistant Principal

Language Allocation Policy 2010 - 2011

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

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

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

Almost all of our ELLs have tested at either the intermediate or advanced levels, with approximately 50% at each level. The 3 exceptions are students with IEPs and there is the possibility that the disability is interfering with the results of the test. Almost all of our students have scored at the proficient level for speaking. As expected, students demonstrate progress at a faster rate for speaking and listening than for

reading and writing. Based on this information, our program will emphasize skill development in reading and writing. ELLs generally do not perform at the same levels as EPs on NYS Regents exams. To address this, teachers will incorporate activities for vocabulary acquisition and writing development to enhance student academic performance.

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

The goals of our program are to

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

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

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

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

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

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

Professional development takes place during faculty conferences, grade level meetings, department meetings, teacher conferences, and teacher planning sessions. During these sessions, content area teachers collaborate with ESL teachers to develop units incorporating strategies to support ELLs and share instructional techniques, including QTEL and SIOP. Reading and writing skills are specifically addressed in professional development and networking conferences, and in collaborative planning sessions among teachers. The content area teachers receive professional development on the NYS mandated testing modifications for ELLs, including the extended time and the third reading of listening sections. We have added a test-taking strand for all students that will benefit ELLs as well. Some of our staff members have taken courses in ESL for math teachers at Lehman College.



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“One Team, One Dream”

Rodney Fisher, Principal ◊ Peta Williams, Assistant Principal

Title I Parent Involvement Plan School Year 2010 – 2011

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

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

Distributed 10/19/2009

Reviewed 10/29/2010



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School-Parent Compact for 2010 – 2011

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

The Parent/Guardian Agrees

The School Agrees

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

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate upon request in training offered on child rearing practices and teaching and learning strategies.
- To work with his/her child on schoolwork.
- To encourage child to read at least 30 minutes per day.
- To monitor his/her child’s:
 - Attendance at school
 - Behavior at school
 - Homework
 - Television watching
 - Nutritional needs
 - Health record issues
 - Enforce school’s dress code
- To share the responsibility for improved student achievement.
- To communicate with his/her child’s teacher about the child’s educational needs.
- To request training or assistance they would like and/or need in order to be more effective in assisting their child/children in the

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

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

educational process.

- To volunteer an hour of service to the school per academic year if possible.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Marie Curie School for Medicine, Nursing, and					
District:	10	DBN:	10X237	School		321000011237

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.9/86.8	90.8/	88.1
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	0	0	0				
Grade 7	0	0	0				
Grade 8	62	0	0				
Grade 9	134	161	162				
Grade 10	79	126	145				
Grade 11	61	72	119				
Grade 12	69	49	50				
Ungraded	0	1	0				
Total	405	409	476				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.5	93.6	96.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.8	90.3	79.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	15	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	4	10	18	Principal Suspensions	7	17	34
# in Collaborative Team Teaching (CTT) Classes	24	33	34	Superintendent Suspensions	2	2	15
Number all others	27	25	29				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	9	6
# receiving ESL services only	47	42	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	3	20	TBD				

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
	5	4	34	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	30.0	64.5	76.7
				% more than 5 years teaching anywhere	26.7	22.6	36.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	71.0	73.3
American Indian or Alaska Native	1.2	0.5	0.6	% core classes taught by "highly qualified" teachers	96.0	100.0	100.0
Black or African American	27.9	33.7	34.2				
Hispanic or Latino	66.7	61.6	61.8				
Asian or Native Hawaiian/Other Pacific	2.5	2.0	2.1				
White	1.7	2.2	1.3				
Male	19.5	17.6	17.9				
Female	80.5	82.4	82.1				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:	v
Math:	v	Math:	v
Science:	v	Graduation Rate:	v

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	v	v	v	
Ethnicity							

American Indian or Alaska Native							-
Black or African American	-	-	-	-	-		
Hispanic or Latino	v	v		v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-				-
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	3	3	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	82.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	22.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

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 406	District 10	School Number 237	School Name Marie Curie School
Principal Rodney Fisher		Assistant Principal Peta Williams	
Coach Barbara Walsh		Coach Lorna Green	
Teacher/Subject Area Erin Kelly/ESL		Guidance Counselor Jessica Edwards	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Shawnette Spence-Johnstone	
Related Service Provider Tanya Dale		Other Diane Goldstein/Data Specialis	
Network Leader Cristina Jimenez		Other type here	

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	2
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	485	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	8.25%
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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.

As a high school, most of our students are enrolled via the high school application form and list notice process. The data specialist, a NYS certified & NYC licensed bilingual pedagogue, reviews the ATS reports for all students on the list notice to identify the ELLs and their ESL levels. In addition, she reviews all the results on the NYS 8th grade exams to determine what supports the students need. The 9th grade students travel as a block and the ELLs are placed in classes where we provide ESL services, as well as any other supports they need.

The parents of all new admits receive a registration packet to complete, which includes the HLIS, prior to meeting with the guidance counselor and other staff members, including the SE coordinator, the ESL coordinator, depending upon the documents and information gathered by the guidance counselor. The admission forms are reviewed, as well as all pertinent documents, including report cards and transcripts. The guidance counselor interviews all new admits to get a better understanding of the student needs and if the HLIS warrants it, the new student is also interviewed by the ESL coordinator, with a translator, where necessary/possible. The data specialist, a bilingual pedagogue, licensed in Spanish and French, with an ESL background, supports the process. The phone numbers of the translation office are available when additional support is needed. The data specialist checks the computer records for prior enrollment in the NYC schools and previous testing results. Then the determination is made as to whether to administer the LAB-R. Depending upon the results, a class assignment may be made. In the meantime, the guidance counselor and the ESL coordinator explain all available city and school programs and show the video to the parent in English or the native language. Questions are answered. If required, the LAB-R is administered the next day. Scoring is done immediately and a determination is made immediately about need for services. Depending upon the grade level, the student is either placed in a class where the ESL teacher is already providing services or an individual schedule is created meeting the student's academic needs, with sections providing the appropriate ESL support being selected as well as additional small group elective classes to meet the prescribed number of ESL/ELA minutes required depending upon the student's score and length of time receiving services.

In addition, an annual parent meeting is held each fall to review the ESL program and the student progress.

In the spring, all ELLs, as well as students who are IEP exempt from services, are administered the NYSESLAT, as per the testing regulations. In the summer, when the results are available, they are reviewed to determine placement for the new school year. In addition, the ESL teachers review the subtests and create goals for the students to be implemented through language objectives in all disciplines.

In the fall, letters are sent home explaining the benefits of continuity of program services and a meeting is held for parents of ELLs to review the types of programs and their benefits. Parents are asked to sign and return the forms to the ESL teachers. The ESL teachers make phone calls to the parents to remind them to send the forms in. If the forms are still not returned, the attendance teacher visits the home to get the signed form. Two (2) copies of the forms are made, with one being placed in the cumulative record and the other given to the assistant principal for her student records file. The original is maintained by the ESL coordinator's files on the ELLs.

Over the last few years, 100% of the parents have selected the ESL program for their high school students. We offer an ESL program in alignment with the parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										3	3	2	2	10
Total	0	0	0	0	0	0	0	0	0	3	3	2	2	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	25
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	36

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									Total
	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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	1	3	0	2	36	1	22	40
Total	1	0	1	3	0	2	36	1	22	40

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

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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	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
Spanish										13	11	6	8	38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	14	11	7	8	40								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The Marie Curie School is a small school with a diverse population with a myriad of needs. Because we are small we know each student well and have a thorough understanding of their individual needs. On the other hand, because we are small, we have to find ways to meet the students' needs through differentiation and flexible grouping. We use a combination of organizational models including push-in (co-teaching), pull-out, and collaborative, and program models, including block, ungraded, and heterogeneous groupings. Since we have a combination of block and individualized models, the students are served in the block classes in one group, but then they are also served in small groups and individually, depending upon their proficiency levels and years of service. Since 90% of the ELLs are long-term, they require ELA from the English department as well as the services of an ELA teacher. 63% of the ELLs have IEPs and require services provided by a special education teacher. 9 of the students are mandated for speech services and the speech teacher works on vocabulary and language development as well, both in a push-in and pull-out model to complement and supplement the ESL services.

Since we have an ESL instructional program, all the content is delivered in English, except for the Spanish class. Bilingual classmates provide translation where necessary for their peers. Dictionaries and bilingual glossaries are available for student use. In addition, books on tape

and CD are available for student use. Bilingual staff supports the English speaking staff when translation or explanations in the language are needed. Student work recorded in Spanish is reviewed by bilingual staff. Peer partners assist students with lexical difficulties/translations and the students work together to master the various skills and content. Students are programmed for Spanish with licensed Spanish teachers.

Since the instruction is provided in English, the teachers plan engaging, hands-on activities to support the students. ESL and SE teachers push into content area classes and provide small group instruction in flexible configurations to meet the needs of all students. Different level textbooks are available in subject area classrooms for student use. Support service providers adapt and outline materials for and with students to enable them to access the content. Graphic organizers are developed with the students to assist them in mastering the various disciplines. Peer partners allow students to work together and support each other on content and language skills.

Differentiated instruction is one of the expectations in the academic classes. Flexible small groups with varying levels of support meet the needs of students with 3 and 4 - 6 years, as well as long-term ELLs. Teachers offer students choices in the products they submit to demonstrate content area mastery. Extra literacy support is provided to students with 4 - 6 years in the country. Teachers tap into prior knowledge and native language through cognates to support students in their acquisition of language and content. Vocabulary development is part of each content area unit for the ELLs. The presentation level and format are modified to match the proficiency levels of the various subgroups. .

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

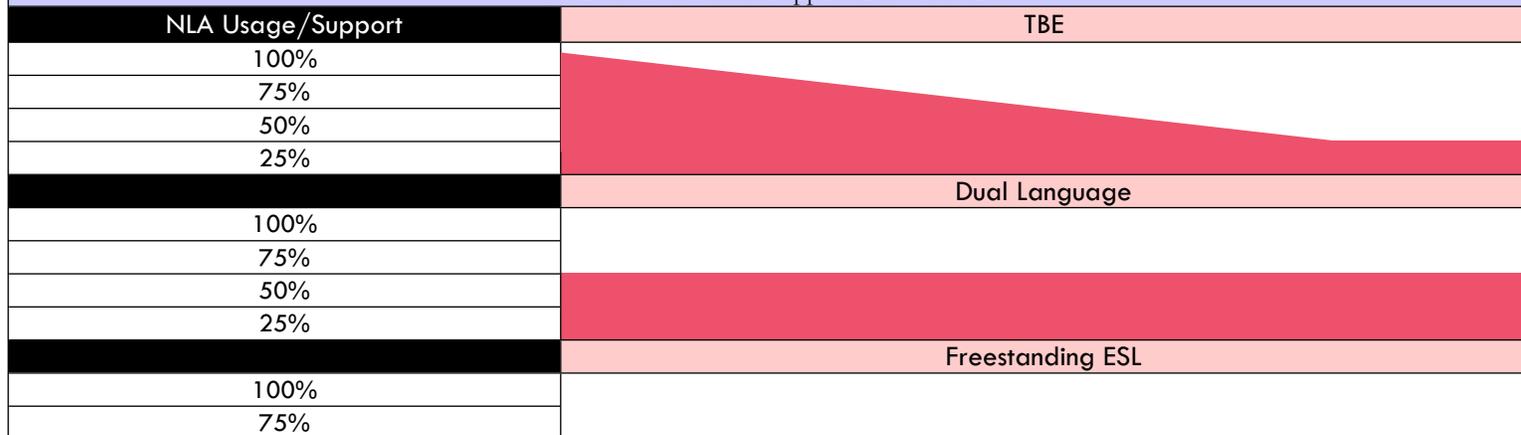
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

The Marie Curie School provides ESL services for all ELLs, including those with IEPs, long-term status, and recent arrivals, via school day push-in and collaborative models, as well as after – school programs. In addition, ELLs have access to all school-wide targeted intervention programs, including after – school, tutoring with content area teachers, Regents prep sessions, on-line credit recovery programs, etc. ESL teachers are included in all professional development sessions afforded the rest of the staff. The ESL teachers work with the special education teachers to plan targeted interventions for the ELLs with disabilities (students with IEPs). In our co-teaching model, the support service provider works in small groups with the ELLs to provide targeted interventions. They use graphic organizers, leveled texts, adapted texts, books on tape/CD, read alouds, peer partners to provide academic support.

The same transitional support is provided to all newly labeled EPs due to their reaching proficiency on the NYSESLAT. They are encouraged to participate in all afterschool, credit recovery, and Regents prep sessions. Their scores and levels are monitored by the data specialist who provides feedback to those providing instruction. The ESL coordinator does check-in meetings as part of the transitional support. She also has conferences with the content area teachers to check progress and need for support. Content area teachers inform students, including ELLs, of support programs and sessions that will be available. Letters and school calendars are mailed home to parents of ELLs, as well as other students, informing them of academic supports and extracurricular activities that will be taking place. School messenger is programmed to call parents to inform them in their native language of whatever is happening in the school, including, but not limited to, student attendance, special schedules, standardized tests, etc.

New for this year, will be Achieve 3000, purchased with NYSTL funds, for use with ELLs, students with IEPs, and the bottom third for language development and reading support. Additionally, the school purchased Plato Learning to support all students, including ELLs, in credit

recovery. This will replace Aventa, an on-line credit recovery program that we used last year. Adapted texts, books on tape/CD, leveled texts, computer generated materials, hands-on experiences, etc. are used to support ELLs in their content area courses. These materials are age and grade level appropriate.

The Marie Curie School provides an inclusive environment and ELLs receive the same instructional opportunities as all other students. Second language opportunities are provided to all students. Our ELLs are encouraged to prepare for and take the Spanish Regents. The majority score over 85, mastery level. Differentiated instruction provides higher level Spanish lessons for the native speakers. We are considering implementing an AP Spanish program in the future.

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)?

Paste response to questions 1-5 here

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.

The ESL teachers have participated in QTEL training and subscribe to the philosophy and make use of the techniques in their classes. They will continue to turnkey strategies for other staff members. Study groups, including content area pedagogues, the assistant principal, and other administrative staff, are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. The school is part of a network PAN grant for providing professional development to improve the quality of classroom instruction. Assessment for Learning (AFL) strategies, student engagement and the Common Core Standards are the major school-wide initiatives for professional development this year. Monthly training sessions will take place, as well as study groups and inter-visitations to improve the quality of instruction for all students. In addition, professional development will take the form of planning sessions. The 2 - teacher Title III team will meet monthly for five months in a study group for an hour and a half with an F-status teacher with a NYC ancillary bilingual certificate who serves as the data specialist for analyzing the data and reviewing student work to drive the instructional planning, as well as to review language objectives and ESL methodology.

Most of our staff arrives with the requisite ESL training; but we do have a program in place to supplement and support the staff, as well as train anyone who needs it, as per the Aspira Consent Decree and the Jose P court case. Faculty conferences, in addition to departmental and grade level meetings are used to examine student work and determine next steps for instruction. Student needs drive instruction and ESL methodology for supporting students plays a large role in the process. Consultants from Teachers College and from AUSSIE supplement the in-house training for meeting student needs. The topics covered during our in-house trainings include: why students receive ESL instruction, what is ESL instruction, the differences between social language & academic language (why some students appear to be fluent in English are labeled as ELLs and why they continue to struggle in content area classes), difficulties caused by idioms and cultural information, etc. some support strategies (need for providing background information as part of introductions to new materials, use of multiple textbooks/sources, use of books on tape/CD, adapting the text, graphic organizers, charts, etc.), activities simulating difficulties faced by students (excerpts from the Pauline Gibbons books and others).

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?

The parent coordinator works with the ESL coordinator to encourage ELL parents to participate fully in all aspects of the school. She makes phone calls and meets with parents making them feel more comfortable and part of the community. She works with parent surveys, parent questions, and parent issues to ease the way for immigrant parents uneasy with the culture of a new country, motivating them to come to meetings or talk to teachers for information or for support.

Hard copy surveys are distributed to parents, as well as on-line survey program links, to get their feedback on programs offered and their input on programs being planned and opportunities being considered.

The Mosholu Montefiore Community Center bilingual staff meets with parents to provide support on the road to college. They do workshops and individual counseling sessions to inform and assist the parents with researching schools, creating lists of possible schools, visiting schools, filling-in applications, filing financial aide forms, and understanding the process and its implications.

A parent orientation meeting is held annually in the fall to update ELL parents on student progress and challenges and educate parents in ways they can support their children. We encourage the parents to learn English, but emphasize that not speaking English does not prevent them from providing support in their English language content area classes. We inform them of neighborhood supports available, including bilingual collections in the local libraries, as well as ESL classes, native language newspapers that they can read and discuss together, etc.

The Title I committee, parent subgroups, the PA Executive Board, and random parent opinions are incorporated into the decision making process. Workshops, discussion groups, informational sessions, and guest speaker sessions are arranged to meet the parental needs and requests.

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	0	1	0	5
Intermediate(I)										5	6	4	5	20
Advanced (A)										5	4	2	4	15
Total	0	0	0	0	0	0	0	0	0	14	10	7	9	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										1	0	1	1
	A										4	3	5	4
	P										6	7	1	4
READING/ WRITING	B										3	0	1	0

	I										3	6	4	5
	A										5	4	1	4
	P										0	0	1	0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	9		4	
Math <u>IA MXRE</u>	15		12	
Math				
Biology				
Chemistry	1		0	
Earth Science	1		1	
Living Environment	12		9	
Physics				
Global History and Geography	15		5	
US History and Government	8		5	
Foreign Language		7		7
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)								
Chinese 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.

The ESL teachers meet monthly with the assistant principal to discuss the ESL program and keeping students on track for graduation while improving the language modalities. In their meetings, they review data from NYSESLAT, periodic assessments, including the one targeting ELLs, as well as the grade level ones, including Scantron. We have noticed that our ELLs, in all grades and at all proficiency levels, make progress fastest in speaking, with listening second. They struggle and make slower progress with reading and writing. This informs our instruction and ESL teachers plan more activities to support reading and writing. They meet with content area teachers in department and grade level meetings to examine the data and its implications. They plan language objectives and support content area teachers in implementing them. Faculty conferences involving staff and administration allow time for whole school analysis and planning for improved instruction for ELLs and others. Differentiated instruction has been a focus at faculty conferences. This is an important element in meeting the needs of ELLs in the content area classes. In addition, our data indicates that ELLs and other students need more support in accumulating SS credits and passing SS Regents exams. In response to this, a consultant has been hired to work with the SS department and the ESL teachers are working with students on improving their essay writing and the reading skills needed to process non-fiction works to enable the students to better access the content and improve their understanding. Teachers work with language cognates to encourage the students to use their native language skills to support their success in their work in English. Glossaries and bilingual dictionaries are available for student use in content area classes.

The teachers are disappointed in the ELL periodic assessments since the materials have been repetitious; however, the teachers do review the results with the students and parents. They set goals and make plans for their implementation.

We notice that the ELLs with IEPs have difficulties unrelated to their second language learner status. Consequently, the ESL and special education teachers work together to plan and implement strategies for supporting the students.

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		