



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING, & HEALTH CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X237

PRINCIPAL: RODNEY FISHER EMAIL: RFISHER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELENA PAPALIBERIOS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rodney Fisher	*Principal or Designee	
Judith Hall	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Ruthie Rivera	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Adhana Guggino	Member/Teacher	
Charles Cates	Member/Teacher	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The four year graduation rate for the N cohort will increase by 11 percentage points, from 64% to 75%, by August 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When we reviewed the data from the 2010 – 2011 progress report, we noted that the graduation rate had dropped from previous years. We reviewed the Regents results and the credit accumulation patterns using various STARS reports, including the max Regents and credit accumulation reports, as well as the ARIS graduation tracker, and determined that we needed to allocate time and resources to support students in raising the achievement levels on the NYS Regents and increasing the expectations in the course work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A) 1. Regents prep classes are offered after school and in student schedules.

2. Parallel courses that emphasize skills needed for Regents success are programmed for students who need to improve those skills.

3. Students are programmed for periods of small group instruction focused on Regents preparation.

4. Credit recovery classes are programmed for students who need to meet credit requirements.

5. Some students participated in online credit recovery programs.

6. Cohort N students will participate in a unit based on Common Core Learning Standards in Math and English Language Arts classes.

7. Assessment for Learning classroom practices are used in classes by teachers to help monitor student understanding.

8. Mock regent exams are given to students to allow for practice and experience with the actual exam.

9. Regents prep classes are offered in Summer School for students who will be taking the exams in August.

- B) 1. Staff is programmed for C6 periods of small group instruction.
2. Literacy and Social Studies Instructional coaches provide support and curricular support for teachers involved in Regent prep and parallel Regents courses.
 3. Staff is involved in ongoing training on creation and implementation of Common Core Learning standards unit.
 4. Staff receives ongoing training and support in use of Assessment for Learning techniques.
 5. Schedules are altered during Mock Regents week to allow students unbroken periods for sustained practice taking the examination.
- C) 1. Teachers participate in inquiry around the development of skills of students in identified subgroups in department and grade level meetings.
2. Teachers create and use Mock Regents assessments to determine student readiness.
- D) 1. Interventions were implemented in schedules issued in September.
2. Student success on Regents exams in January can be projected from scores on Mock Regents examinations in December.
 3. Some students will take Regents examinations in January. Their grades will inform our efforts in the Spring semester.
 4. Credit recovery courses will be completed on a semester basis. Student success in accumulating credit can be assessed from the January scholarship report.
 5. Students will be programmed for appropriate classes (Regents Prep small groups, parallel courses) for the Spring semester based on their needs as assessed by Mock Regents scores, Regents scores, and credit accumulation.
 6. Some students will take Regents examinations in June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Maintain a parent coordinator(or dedicated staff personnel) and Senior Advisor to serve as a liaison between the school and families. These individuals will provide parent workshops based on the assessed needs of the parent of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- Provide opportunities to parents to help them understand the accountability system around graduation requirements and students' needs assessment.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Hosting educational family events/activities during Parent Teacher Conferences and throughout the school year.

- Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The first step in finding highly qualified staff to interview was to create a posting which was sent to the network human resources liaison who also guided us to a certification specialist so that we would be sure that our candidates met this important criterion. The posting was listed on the New Teacher Finder. We used the Access Tracking System and the Open Market Teacher System to locate a pool of candidates for interviews. Additionally, school representatives attended DOE hiring fairs in search of the best candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are coordinated with the instructional strategies/activities to achieve this goal.

Community Based Organizations:

The Marie Curie High School with its lead partner, The Mosholu Montefiore Community Center, provides several programs to support our students. These programs include College Counseling Services as well as the Summer Youth Employment Program. The College Office provides students and parents with guidance and one on one time to review college options and complete required paperwork. Students are also encouraged to stay in school in order to participate in the Summer Youth Employment Program as they can look forward to being gainfully employed in the summer.

School Internship Programs:

School internship programs afford students the opportunity to work with health care professionals in real world settings, including the Jewish Home and Hospital, Lincoln Hospital, Riverdale Mental Health Association, New York Presbyterian and The Hispanic Aids Foundation. Students look forward to participating in these internships and understand that they must maintain good academic standing and maintain good attendance.

Health and Nutrition:

Health themes are incorporated into all facets of school life. Health and nutrition units are part of the health courses and students are encouraged to eat a healthy breakfast as part of the Breakfast in the Classroom Initiative. Research continues to demonstrate that eating a healthy breakfast is linked to improved student performance. Students are also more willing to attend school when they know that they will receive a healthy breakfast. The Food Partnership committee also meets once a month with students, a parent representative and the food service manager in order to provide feedback to impact decisions as to which new foods will be introduced in the NYC public schools.

Respect for All Campaign: This in-school campaign ensures that students know where to go if they feel that they are the victims of bullying or to report bullying. This allows students to feel a sense of safety within the school environment and increases the likelihood that students will not avoid school due to bullying or harassment.

Counseling & Support Services: Counseling services are offered to students at-risk of developing attendance problems as well as students who have existing attendance problems. Workshops are provided to parents on "Understanding Achievement Reports" (ARIS, Engrade,

Parent Surveys) as well as on “Building Parent-Child Communication”, “Cyber Bullying and your Teen” and “Healthy Discipline for Teens”.
Attendance Support: Students with attendance problems, which include lateness, are offered an opportunity to participate in WAKE-UP NYC. These students are also assigned to a member of the attendance team who will act as a mentor throughout the academic school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Since we are a Title I SWP school and have opted for comingled funding, we have the opportunity to benefit from using more Title I and Title III funds for OTPS and more FSF funds for PS.

Funds are being used to hire additional staff to allow for smaller class size and a wider variety of courses to meet student needs.

C4E funds are being used for periods in a teacher’s program to provide PD on Common Core Learning Standards, a teacher to serve as a math coach, F-status coaches in ELA and science.

Title I 10% for PD are being allocated for a consultant from Teachers’ College to provide weekly PD for ELA and SS teachers.

Per session funds are being allocated to provide after-school time for data analysis and data driven instruction, Saturday and after-school student AIS programs for tutoring, credit recovery, Regents prep, ESL.

Translation services funds are being allocated to cover per session for bilingual staff to serve as interpreters and do translations for parent involvement communications.

OTPS funds are being allocated to cover the cost of purchasing on-line credit recovery program slots.

C6 periods in teachers’ schedules are being used for small group support services for credit recovery and Regents prep.

Teachers developed new courses to teach new content that would also reinforce skills identified as high needs among the various subgroups.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- The number of students in the P cohort earning 10 credits by August 2012 will increase by 7 percentage points from 58% to 65% by August 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When we reviewed the various scholarship reports from STARS, the school Progress Report data, the ATS attendance reports, and the Aris Graduation Tracker, we noticed that a significant number of students in this cohort had not earned the anticipated 10 credits in their first year of high school. Consequently, we determined that additional activities, strategies, and resources would be needed to scaffold the instruction to support this cohort to improve their achievement levels.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A) 1. Regents prep classes are offered after school and in student schedules.
2. Students are programmed for periods of small group instruction focused on Regents preparation.
 3. Credit recovery classes are programmed for students who need to meet credit requirements.
 4. Cohort P students will participate in a unit based on Common Core Learning Standards in Math and English Language Arts classes.
 7. Assessment for Learning classroom practices are used in classes by teachers to help monitor student understanding.
 8. Mock Regent exams are given to students to allow for practice and experience with the actual exam.
 9. Regents prep classes are offered in Summer School for students who will be taking the exams in August.
 10. Students participate in the online Achieve 3000 to improve reading ability.
- B) 1. Staff is programmed for C6 periods of small group instruction.
2. Literacy and Social Studies Instructional coaches provide support and curricular support for teachers involved in Regent prep and parallel Regents courses.
 3. Staff is involved in ongoing training on creation and implementation of Common Core Learning standards unit.
 4. Staff receives ongoing training and support in use of Assessment for Learning techniques.
 5. Schedules are altered during Mock Regents week to allow students unbroken periods for sustained practice taking the examination.
- C) 1. Teachers participate in inquiry around the development of skills of students in identified subgroups.
2. Teachers create and use Mock Regents assessments to determine student readiness.

- D) 1. Interventions were implemented in schedules issued in September.
2. Student success on Regents exams can be projected from scores on Mock Regents examinations.
 3. Credit recovery courses will be completed on a semester basis. Student success in accumulating credit can be assessed from the January scholarship report.
 4. Student progress towards credit accumulation can be assessed through marking period progress reports.
 5. Students will be programmed for appropriate classes (Regents Prep small groups, repeated courses) for the Spring semester based on their needs as assessed by Mock Regents scores, Regents scores, and credit accumulation.
 5. Students with IEPs will have their progress towards SMART goals on their IEPs measured each quarter.

Strategies to increase parental involvement e

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - - Maintain a parent coordinator(or dedicated staff personnel) and Senior Advisor to serve as a liaison between the school and families. These individuals will provide parent workshops based on the assessed needs of the parent of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
 - Provide opportunities to parents to help them understand the accountability system around graduation requirements and students' needs assessment.
 - Translate all critical school documents and provide interpretation during meetings and events as needed.
 - Hosting educational family events/activities during Parent Teacher Conferences and throughout the school year.
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.
 - Maintain communication with Parents if their child is in danger of not meeting the 10 credit or more requirement via phone calls and written outreach with information from content area teachers facilitated in grade level meeting.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The first step in finding highly qualified staff to interview was to create a posting which was sent to the network human resources liaison who also guided us to a certification specialist so that we would be sure that our candidates met this important criterion. The posting was listed on the New Teacher Finder. We used the Access Tracking System and the Open Market Teacher System to locate a pool of candidates for interviews . Additionally, school representatives attended DOE hiring fairs in search of the best candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community Based Organizations:

The Marie Curie High School with its lead partner, The Mosholu Montefiore Community Center, provides several programs to support our students. These programs include College Counseling Services as well as the Summer Youth Employment Program. The College Office provides students and parents with guidance and one on one time to review college options and complete required paperwork. Students are also encouraged to stay in school in order to participate in the Summer Youth Employment Program as they can look forward to being gainfully employed in the summer.

School Internship Programs:

School internship programs afford students the opportunity to work with health care professionals in real world settings, including the Jewish Home and Hospital, Lincoln Hospital, Riverdale Mental Health Association, New York Presbyterian and The Hispanic Aids Foundation. Students look forward to participating in these internships and understand that they must maintain good academic standing and maintain good attendance.

Health and Nutrition:

Health themes are incorporated into all facets of school life. Health and nutrition units are part of the health courses and students are encouraged to eat a healthy breakfast as part of the Breakfast in the Classroom Initiative. Research continues to demonstrate that eating a healthy breakfast is linked to improved student performance. Students are also more willing to attend school when they know that they will receive a healthy breakfast. The Food Partnership committee also meets once a month with students, a parent representative and the food service manager in order to provide feedback to impact decisions as to which new foods will be introduced in the NYC public schools.

Respect for All Campaign: This in-school campaign ensures that students know where to go if they feel that they are the victims of bullying or to report bullying. This allows students to feel a sense of safety within the school environment and increases the likelihood that students will not avoid school due to bullying or harassment.

Counseling & Support Services: Counseling services are offered to students at-risk of developing attendance problems as well as students who have existing attendance problems. Workshops are provided to parents on “Understanding Achievement Reports” (ARIS, Engrade, Parent Surveys) as well as on “Building Parent-Child Communication”, “Cyber Bullying and your Teen” and “Healthy Discipline for Teens”.

Attendance Support: Students with attendance problems, which include lateness, are offered an opportunity to participate in WAKE-UP NYC. These students are also assigned to a member of the attendance team who will act as a mentor throughout the academic school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Since we are a Title I SWP school and have opted for comingled funding, we have the opportunity to benefit from using more Title I and Title III funds for OTPS and more FSF funds for PS.

Funds are being used to hire additional staff to allow for smaller class size and a wider variety of courses to meet student needs.

C4E funds are being used for periods in a teacher’s program to provide PD on Common Core Learning Standards, a teacher to serve as a math coach, F-status

coaches in ELA and science.

Title I 10% for PD are being allocated for a consultant from Teachers' College to provide weekly PD for ELA and SS teachers.

Per session funds are being allocated to provide after-school time for data analysis and data driven instruction, Saturday and after-school student AIS programs for tutoring, credit recovery, Regents prep, ESL.

Translation services funds are being allocated to cover per session for bilingual staff to serve as interpreters and do translations for parent involvement communications.

NYSTL core curriculum funds were used to purchase Achieve 3000 slots for AIS, ELLs, students with IEPs for use during the day and in extended time programs.

C6 periods in teachers' schedules are being used for small group support services for credit recovery and Regents prep.

Teachers developed new courses to teach new content that would also reinforce skills identified as high needs among the various subgroups.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- The 8 month attendance rate, from November 2011 to June 2012 for students who averaged 75% to 83% attendance from September 8, 2011 through October 31, 2011, will increase by 4 percentage points by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We reviewed the ATS attendance reports, the 1st marking period report cards, the attendance team meeting minutes, and last year's school attendance rate and determined that the students in this category would show improved achievement levels if their attendance improved. Therefore, we determined that we needed to allocate additional resources to develop supports for students and parents to improve student attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Increased support by guidance and attendance teams
 - The guidance team and attendance team will identify students in the target group for monitoring and support
 - Daily face-to-face check-in for monitoring and fostering a supportive relationship
 - Mentors will be assigned to each student
- Mentors will:
 - Help students incorporate self-monitoring skills
 - Instill sense of responsibility for actions and encourage students to take responsibility for their own education and

attendance

- Develop stress management techniques
- Help students understand relationship between attendance and success
- Encourage targeted students to participate in extracurricular activities and after school programs in order to develop a positive attitude towards school as well as increase peer support system
- Help student s establish a peer “buddy” system as additional support to help encourage targeted students to attend school regularly
- Complete daily attendance log for each student
- Review student attendance reports on a weekly basis
- Interventions to remove obstacles to attendance
 - The guidance team will facilitate teacher -student conferences
 - The guidance team will facilitate parent-student conferences
 - Use of Wake-Up NYC calls for each student in order to support students in waking up on time
 - Weekly incentives in the form of Marie Curie High School “Bucks”, where students can earn coupons for reaching weekly attendance goals. These coupons can be used to purchase items from the school store.
- Additional supports for more difficult cases:
 - Referrals to on-site Riverdale Mental Health Clinic
 - Referrals to outside agencies for supportive services

Referrals to ACS

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Assigned mentors will contact parent on a weekly basis informing parent of positive outcomes via phone call, email or letters. Mentors will keep track of all outreach efforts
- School messenger for daily contact for absence and lateness
- Outreach to parents to encourage participation in school sponsored workshops such as:
 - Helping Parents with Challenging Children
 - Cyber Bullying
 - Building Parent-Child Communication

Understanding your Child’s Achievement Report

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Current attendance team and guidance team personnel are highly qualified. These members are involved in ongoing professional development opportunities with Ramapo for Children as well as other NYCDOE related workshops and trainings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community Based Organizations:

The Marie Curie High School with its lead partner, The Mosholu Montefiore Community Center, provides several programs to support our students. These programs include College Counseling Services as well as the Summer Youth Employment Program. The College Office provides students and parents with guidance and one on one time to review college options and complete required paperwork. Students are also encouraged to stay in school in order to participate in the Summer Youth Employment Program as they can look forward to being gainfully employed in the summer.

School Internship Programs:

School internship programs afford students the opportunity to work with health care professionals in real world settings, including the Jewish Home and Hospital, Lincoln Hospital, Riverdale Mental Health Association, New York Presbyterian and The Hispanic Aids Foundation. Students look forward to participating in these internships and understand that they must maintain good academic standing and maintain good attendance.

Health and Nutrition:

Health themes are incorporated into all facets of school life. Health and nutrition units are part of the health courses and students are encouraged to eat a healthy breakfast as part of the Breakfast in the Classroom Initiative. Research continues to demonstrate that eating a healthy breakfast is linked to improved student performance. Students are also more willing to attend school when they know that they will receive a healthy breakfast. The Food Partnership committee also meets once a month with students, a parent representative and the food service manager in order to provide feedback to impact decisions as to which new foods will be introduced in the NYC public schools.

Respect for All Campaign: This in-school campaign ensures that students know where to go if they feel that they are the victims of bullying or to report bullying. This allows students to feel a sense of safety within the school environment and increases the likelihood that students will not avoid school due to bullying or harassment.

Counseling & Support Services: Counseling services are offered to students at-risk of developing attendance problems as well as students who have existing attendance problems. Workshops are provided to parents on “Understanding Achievement Reports” (ARIS, Engrade, Parent Surveys) as well as on “Building Parent-Child Communication”, “Cyber Bullying and your Teen” and “Healthy Discipline for Teens”.

Attendance Support: Students with attendance problems, which include lateness, are offered an opportunity to participate in WAKE-UP NYC. These students are also assigned to a member of the attendance team who will act as a mentor throughout the academic school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Since we are a Title I SWP school and have opted for comingled funding, we have the opportunity to benefit from using more Title I and Title III funds for OTPS and more FSF funds for PS.

Title 1 and or FSF funds will be used in order to purchase supplies, incentives and provide services to the targeted group in order to help these students reach their attendance goal.

- Funds will be used to provide tangible incentives on a weekly and quarterly basis for students who have met their attendance goal. The yearly budget will include:
 - \$300 dollars for a pizza party 2x per year for students who have met their attendance goal (Title 1-OTPS Funds)
 - \$600 dollars for supplies to stock the school store. These items include school supplies , movie tickets, electronics as well as novelty items to improve self-esteem (Title 1 Funds)
 - We will also ask for donations from local establishments to be used as additional incentives for students who have met their attendance goal
- Solicit Parent Support
 - Staggered schedule for attendance teacher to reach out to working parents
 - Per session funds for attendance teacher and social worker to make home visits (Title-1 Funds)

- Per session funds for social worker to provide parent workshops and student counseling sessions (FSF) *Title 1 (OTPS) funds*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	105			32	35		19	25
10	45			63	25		10	20
11	43	2	1	56	15		10	10
12	10	4	8	33	20		2	20

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Targeted subgroup students in 9 th , 10 th and 11 th grades use Achieve 3000, an online program to increase reading ability. Students who have not demonstrated success on Regents examinations are programmed for small group instruction around skills necessary for success on the exam. ESL students use the Great Leaps program to increase language proficiency. After school prep courses are offered to students for additional practice for Regents examinations.
Mathematics	Students who have not demonstrated success on Regents examinations are programmed for small group instruction around skills necessary for success on the exam. After school tutoring is offered to students for additional skills development.
Science	The NY University Minimed program allows students to deepen their knowledge of living environment and chemistry with hands on lab work and experiences at the NYU Medical Center. Mentoring in Medicine program brings current med school students to our school to provide after-school instruction in the sciences. After school prep courses are offered to students for additional practice for Regents examinations.
Social Studies	Students who have not demonstrated success on Regents examinations are programmed for small group instruction around skills necessary for success on the exam. Students at risk are programmed into elective courses that target skills needed for success on the examination. After school prep courses are offered to students for additional practice for Regents examinations.
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	The school psychologist conducts initial evaluations for potential cases of students who require special services. Reevaluations for IEP students to assess skills and adapt their goals are conducted.
At-risk Services provided by the Social Worker	Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also occasionally after school, for students who are facing emotional difficulties that are interfering with their schoolwork, students who are dealing with adjustment issues, both at home and at school,

	students in academic jeopardy are referred by teachers or students seek out counselors.
At-risk Health-related Services	Students who engage in high risk sexual behaviors are offered psychological counseling as well as appropriate follow-up services as needed. Students who have chronic diagnoses, such as allergies, asthma, and diabetes are also monitored frequently. Staff members have been trained in how to attend to emergencies that arise as a result of these chronic conditions. Students who are pregnant and or parenting are also offered counseling in either small groups or individually. These groups focus on self-care as well as how to access resources. Occupational therapy and speech therapy is offered for identified students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cristina Jimenez	District 10	Borough Bronx	School Number 237
School Name The Marie Curie School for Medicine,			

B. Language Allocation Policy Team Composition [?](#)

Principal Rodney Fisher	Assistant Principal Peta Williams
Coach Ronald Singh	Coach type here
Teacher/Subject Area Lori Fettner/ESL	Guidance Counselor Jessica Edwards
Teacher/Subject Area Marie Ange N'Diaye/ESL	Parent type here
Teacher/Subject Area Don Brugel/Science	Parent Coordinator
Related Service Provider Tanya Dale	Other Diane Goldstein/data specialis
Network Leader Cristina Jimenez	Other type here

C. 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	3
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

D. School Demographics

Total Number of Students in School	546	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	6.59%
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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. 

Paste response to questions 1-6 here

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, including RLER, RLAT, RELR, RYOS, HIBE, RNMR, 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, referring to the various ATS reports, including RLER, RLAT, RELR, RYOS, HIBE, RNMR. 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. The parents complete the Parent Survey and the Program Selection forms during the registration process. If required, the LAB-R and the Spanish LAB are 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. Parents are informed that if they do not complete and submit the Parent Program Selection Survey, the default program is the traditional bilingual program. The registration team, including the guidance counselor, bilingual data specialist, ESL coordinator, are responsible for ensuring that the parents complete all forms, including parent survey, selection form, entitlement and placement letters. Then the data specialist completes the ELL Parent Choice Update (ELPC) in ATS. Everything is completed within the 10-day time frame. If a parent requests a program that the school does not have, this is explained to the parent; the student is placed in an ESL class for the meantime; the registration center is notified that the parent wants a program not available at the school and will be waiting for a new assignment to a school offering the desired program. If this is needed, the guidance counselor will maintain communications with the registration center and the parent until a transfer to a school with the requisite program is arranged. In the past, the parents have requested the ESL program that the school offers.

In the spring, the NYSESLAT is administered to all ELLs by the ESL teachers (L. Fettner and M. N'Diaye), as per the testing regulations. Eligibility is determined by the teachers' caseloads, created by using the RLAT results and the ATS eligibility report. A

calendar of testing dates is explained to the students and sent home to the parents. The exam is administered usually over the course of three days with Listening and Reading on one day and Writing on another. The Speaking portion is administered individually to students. School Messenger is used for reminder phone calls. At the end of each test administration session, the attendance/sign-in sheets are reviewed. Make-up exams are scheduled/administered to absent students. School staff (Supervising School Aide R. Rivera & Social Worker - T. Dale) make phone calls and the attendance teacher (E. Ortiz) visits the homes of students with poor attendance to ensure their presence on testing days. 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, the ESL team, including the ESL service providers, the AP for ESL (P. Williams), and the bilingual data specialist, ensure that entitlement/placement letters are sent home to the parents of all ELLs, as determined by the ATS reports for eligibility and scores, informing the parents of the latest test results and the current proficiency levels, explaining the benefits of continuity of program services and ESL providers contact parents of ELLs to review the types of programs and their benefits. In addition, a parent meeting is held in September/ October to review the programs available. 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 in her files on the ELLs. The ESL Service providers are responsible for distributing and collecting the continuity of services/placement letters.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	1	1	1	5

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Push-In										1	1	1	2	5
Total	0	3	2	2	3	10								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	26
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	29

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1	5	2	4	29		21	36
Total	2	0	1	5	2	4	29	0	21	36

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										16	6	8	3	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other										2				2
TOTAL	0	18	7	8	3	36								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-4 here

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 81% of the ELLs are long-term, they require ELA from the English department as well as the services of an ESL teacher. 72% of the ELLs have IEPs and require services provided by a special education teacher. 12 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, above and beyond the mandated ESL/ELA minutes that the students receive. Advanced students are receiving 225 or 270 minutes of instruction from an ESL teacher and 225 minutes from an ELA teacher. Intermediate students receive 450 or 495 minutes of ESL/ELA instruction and beginners, all students with IEPs, receive 855 minutes of ESL/ELA instruction. We have 2 ESL service providers who deliver the ESL minutes of instruction and 6 ELA teachers who deliver the minutes of ELA instruction, depending upon the class and grade level. 81% of the students are long-term ELLs, which is why the school is providing the additional minutes of ESL/ELA instruction to all

A. Programming and Scheduling Information

students.

In our ESL instructional program, all 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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	t			
Social Studies:				
Math:				
Science:				

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 Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

As part of our co-teaching model, ESL and content area teachers plan together and incorporate differentiated activities to make content more accessible to ELLs and provide much needed support in language development. 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. Visuals, maps, pictures, and videos are used in the content area classes to support both language and content acquisition. 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.

Our 2 SIFE students are students with disabilities and are being serviced in a small class setting with support in the content areas from special ed content area specialists, in addition to ESL services provided by the ESL service providers. They will both receive speech services and one will also receive mandated counseling. We will offer additional grade level appropriate after-school programs when needed.

ELLs with disabilities are placed in the least restrictive setting possible. The highest level students are in the SETSS program and receive at least 4 periods per week of support from the SE service provider. The middle level group of students is in coteaching classes where they have 2 teachers, a content area specialist and a special ed or ESL service provider in their academic core classes. The lowest level group is in a small group, self-contained program in 9th grade in a community school setting. When they have accumulated the requisite 10 credits, the next step is a coteaching class for 10th grade. All the students with disabilities are mainstreamed for art, gym and lunch. Appropriate grade level materials are used with the students along with adaptations and other resource materials based on the disability and the language level. Service providers and content area specialists use instructional strategies to develop English language proficiency and academic content.

Differentiated instruction is one of the expectations in the academic classes. Flexible small groups with varying levels of support meet the needs of students at all proficiency levels with 2 - 3 years and 4 - 6 years, as well as long-term ELLs. Teachers offer beginner, intermediate, and advanced level students choices in the products they submit to demonstrate content area mastery. Teachers tap into prior knowledge and native language through cognates to support students in all subgroups in their acquisition of language and content. Vocabulary development is part of each content area unit for the beginner, intermediate, and advanced level ELLs. The presentation level and format are modified to match the proficiency levels of the various subgroups. In addition, teachers use visuals, such as maps, pictures, videos, and other realia, in their lessons to support students in all subgroups in acquiring language skills while learning content.

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, credit recovery courses, and electives, as well as after - school programs. In addition, ELLs of all proficiency levels 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 of all proficiency levels with disabilities (students with IEPs). In our co-teaching model, the support service provider works in small groups with

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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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?

Paste response to questions 1-4 here

The parent coordinator, guidance counselor, and school aides work with the ESL coordinator to encourage ELL parents to participate fully in all aspects of the school. They make phone calls and meet with parents making them feel more comfortable and part of the community. They work 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 bilingual 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 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.

At parent meetings, we update ELL parents on student progress and challenges and educate all 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.

Translation services are offered at all meetings, conferences, and workshops. All correspondence is sent home in English and Spanish. ATS home language reports (updated annually based on the information on the new blue emergency cards) are reviewed to determine the parents' preferred language. The phone numbers of the translation services are used to support the parents whose languages are other than English, Spanish, or French (languages which are spoken/written by staff).

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.

Paste response to questions 1-3 here

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, and differentiated instruction. They do not have a formal PLAN, but focus on providing differentiated instruction.

D. Professional Development and Support for School Staff

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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 was 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 were the major school-wide initiatives for professional development last year. Monthly training sessions took place, as well as study groups and inter-visitations to improve the quality of instruction for all students. In addition, professional development also took the form of planning sessions. The staff will continue to implement and improve these strategies and techniques developed last year.

Most of our staff arrive 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, as well as session on the November, January, and June Professional Development Days, 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 who 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 visuals, 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?

Paste response to questions 1-4 here

The parent coordinator, guidance counselor, and school aides work with the ESL coordinator to encourage ELL parents to participate fully in all aspects of the school. They make phone calls and meet with parents making them feel more comfortable and part of the community. They work 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 bilingual 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 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.

At parent meetings, we update ELL parents on student progress and challenges and educate all 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.

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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)										1	1	0	0	2

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?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

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										2	0	0	1
	A										5	2	5	2
	P										11	5	3	0
READING/ WRITING	B										1	1	0	0
	I										13	5	7	3
	A										4	1	1	0
	P										0	0	0	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra	14		6	
Geometry				
Algebra 2/Trigonometry				
Math <u>RCT</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	12		5	
Physics				
Global History and Geography	12		3	
US History and Government	4		2	
Foreign Language		2		2
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodney Fisher	Principal		1/1/01
Peta Williams	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lori Fettner	ESL Teacher		1/1/01
	Parent		1/1/01
Marie Ange N'Diaye/ESL	Teacher/Subject Area		1/1/01
Don Brugel/Science	Teacher/Subject Area		1/1/01
Ronald Singh	Coach		1/1/01
	Coach		1/1/01
Jessica Edwards	Guidance Counselor		1/1/01
Cristina Jimenez	Network Leader		1/1/01
Tanya Dale	Other <u>Related Services</u>		1/1/01
Diane Goldstein	Other <u>Data Specialist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X237** School Name: **The Marie Curie School for Medicine**

Cluster: **4** Network: **406**

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

Part A: Needs Assessment Findings

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

The ATS reports on parent language, home language surveys, and the blue emergency cards are reviewed to determine the language needs of the parents. There are 412 homes where at least 1 adult speaks/reads English and 128 homes where there are no English speaking/reading adults, including 123 Spanish speaking/reading homes, 3 Albanian speaking/reading, and 1 each of Akan and Jamaican Creole.

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.

There are 412 homes where there is no need for translation/interpretation and 128 homes where there is a need for translation/interpretation. 123 of the homes require translation/interpretation in Spanish, 3 homes for Albanian, 1 home for Akan, and 1 home for Jamaican Creole.

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.

The staff includes 3 certified Spanish teachers who provide written translation services for all school letters, calendars, memos sent to parents/guardians. They and other bilingual Spanish staff members provide written translation services for their colleagues who have correspondence to send to parents/guardians. Parent volunteers or staff provide written translations of documents for the Parents Association.

The staff includes teachers from Jamaica who are available to provide Jamaican Creole translations.

DOE forms are procured from the website and sent home in other languages, as an additional support as deemed necessary. A school designee contacts the translation office or a contracted vendor when translation services are needed in the other languages to support families.

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

The staff includes 3 certified Spanish teachers, and for bilingual Spanish, 2 paras, 2 school aides, 1 secretary, and 2 teachers. These staff members provide oral interpretation services to support their colleagues and administration in conferences, telephone calls and other oral communications.

The Jamaican teachers are available to provide oral interpretation services in Jamaican Creole for parents/guardians.

School Messenger is used to contact parents with information about attendance, activities and events, meetings, testing schedules, trips, and the message is delivered in the home language as listed in ATS.

Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as interpreters at any other meetings where 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 welcome sign in various languages with the translation and interpretation services information is posted in the hallway outside the main office, in a prominent spot, highly visible to all visitors to the school. The phone number for the Interpretation and Translation Unit is available in the main office and will be used when necessary for visitors who don't speak any of the languages spoken by our multilingual school staff. Since there are 2 languages not supported by the Translation and Interpretation Unit, the school will use TL and/or Title I translation funds to cover the cost of contracting with an outside vendor to provide services to meet the needs of these parents/guardians.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Marie Curie School	DBN: 10X237
Cluster Leader: Chris Groll	Network Leader: Cristina Jiménez
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Marie Curie School Title III program will provide direct instruction to about 25 English language learners to support language development in English and high academic achievement in the core academic areas to raise achievement levels, improve test scores, and promote participation in higher level or more advanced courses. The team will review the students' transcripts, as well as other achievement reports from ATS, STARS, ARIS, and periodic assessments. These will include, but not be limited to NYSESLAT results by skill, Regents scores, NYS ELA and math results, and report cards. Since 72% of the ELLs have IEPs, these documents will also be included in the review process to identify student needs. Current student performance will be highly monitored to track performance and progress.

The program will take place after school two days per week from 3:35 - 5:05, for 1.5 hours per session from November through mid June during the 2011 – 2012 school year. The classes will be conducted in English by 2 certified ESL teachers. They will be using Achieve 3000, a research based computer program with strong evidence of success in improving language skills with ELLs. The NYSESLAT test prep unit will devote 8 sessions to the language of test taking, in addition to test taking strategies and skill review. NYSESLAT test prep materials will be incorporated into the program to familiarize the students with the types of questions and key questioning words, contributing to higher levels of achievement. Additionally, there will be 2 sets of 4 sessions 1 in the fall semester and 1 in the spring for Regents test prep units to practice and reinforce the development of the language skills, content area knowledge, and the testing skills needed for improved performance on the NYS exams. The texts for this unit will be Regents review books and other test prep materials to prepare the students for the exams. To make the content areas more comprehensible to ELLs, there will be content area units and homework and project support, based on student need, to improve student performance as reflected each marking period on their report cards. Language development, student credit accumulation, achievement levels reflected on standardized exams, and completion of promotional and graduation requirements are all part of our overarching aim of college readiness for our English language learners.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: As educators, we are life-long pursuers of knowledge and continued education, whether as students in a campus classroom, attendees at a lecture or conference, participants in a

Part C: Professional Development

hands-on program, or as teachers conducting action research in our classrooms to improve our daily practices. It is incumbent upon us to seek out new opportunities for our own professional growth, knowing that we can improve our performance by learning new methods, developing new skills, and refining our practices, so that we will survive and thrive in the exciting world of education.

We will offer professional development opportunities through our monthly faculty conferences, weekly department meetings, monthly grade level meetings, as well as sessions with outside consultants, some taking the format of weekly mentoring, and others being longer sessions spread out over the school-year, taking place on the NYC mandated professional development days. There will be 3 workshops provided by Ramapo for Children and 2 workshops on utilizing technology to enhance learning by making it more interactive and engaging provided by Tequipment. There will be various school-based workshops provided by administrators, counselors, ESL teachers, and the data specialist on understanding what the data can tell us and analyzing the data to inform instruction, looking at student work to determine student needs and transfer that into instructional practices, communicating with parents as partners in the educational process, using differentiated instruction, incorporating language objectives into your planning, adapting materials for ELLs, and utilizing successful techniques for supporting ELLs, understanding the José P. decision and implications, as well as effective classroom practices. A Teachers College consultant will meet weekly with the social studies department, including the ESL teacher who pushes into social studies classes, to improve content area instruction and develop higher levels of language. Additionally, she will mentor the social studies teachers and the push-in ESL teacher to create more engaging lessons by using more hands-on activities, visuals, films, maps, graphic organizers, and a variety of leveled text books to raise the levels of achievement in the social studies classes and beyond. An F-status science mentor and an F-status ELA mentor will work with the ESL and content area teachers to reflect on their practices, incorporate more engaging activities, utilize data to inform and differentiate instruction, and increase the rigor, thereby improving instruction and raising achievement levels. The ESL teachers also participate in an ongoing series of workshops coordinated by the network for Supporting Students with Disabilities and ELLs in meeting the Common Core Learning Standards through Universal Design for Learning.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are the students' first teachers and must continue to be a part of their children's educational life, no matter their ages. In order to be advocates for their children, they must be knowledgeable, focused, and supportive. It is the school's job to educate the parents, as well as the children, and mentor them on their journey as they strive to prepare their children for the next stage in life. The transformation of their children into strong, high achieving, well-educated adults is a daunting task for all parents, but especially for our families unaccustomed to an English language system, many of whom may not have had the opportunities they are affording their children.

Part D: Parental Engagement Activities

We want our parents to be knowledgeable about our expectations, the path to graduation and higher education, assessments/measurements, levels of achievement, and options available to their children. We want our parents to support their children, provide them with the time, space, materials, and conditions needed to do their daily homework assignments, as well as long-term projects. We want them to show pride and pleasure in their children’s accomplishments; but we also want them to support their children by setting-up conditions with rewards and consequences to guide their children toward success. To realize these goals, the school social worker will coordinate the implementation of the school sponsored parent workshops, conducted by certified, licensed school staff, including counselors, social workers, administrators, teachers, and parent coordinator, as well as certified college counselors from the Mosholu Montefiore Community Center, licensed clinicians from the Riverdale Mental Health Agency and representatives from other outside agencies, chosen by our social workers/counselors, to assist our families in becoming the best student advocates they can be. We will offer monthly workshops on graduation requirements, college planning, financing that college education, measures of achievement, assessments, parenting skills, dealing with teenagers, homework help, and non-English activities for support, among others.

The Marie Curie School uses School Messenger to send automated messages, in the home language, to parents about attendance, activities, events, testing schedules, and important information. In addition, we mail home a monthly calendar and informational letters and flyers in English and Spanish. We provide both interpretation and translation services on a regular basis in Spanish, which encompasses almost all of our non-English speaking families. We have 3 certified Spanish teachers on staff, as well as other bilingual Spanish staff including, but not limited to teachers, paraprofessionals, school aides, and secretaries. We will contact the Interpretation and Translation Unit or contract with outside vendors for support with any of the other languages.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		