



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-13 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :           MARIE CURIE MS 158Q          

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):    26Q158

PRINCIPAL:              MARIE NAPPI              EMAIL:           MNAPPI@SCHOOLS.NYC.GOV          

SUPERINTENDENT:              ANITA SAUNDERS

### 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
<i>Marie Nappi</i>	*Principal or Designee	
<i>David Waltzer</i>	*UFT Chapter Leader or Designee	
<i>Larry Lue</i>	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
<i>Martenia Miller</i>	CBO Representative, if applicable	
<i>Joan Weibman</i>	Member/ Teacher	
<i>Neil Manus</i>	Member/ Teacher	
<i>June Dunn</i>	Member/ Assistant Principal	
<i>Kim D’Angelo</i>	Member/ Parent	
<i>Agnes Mak</i>	Member/ Parent	
<i>Angela Charalambous</i>	Member/ Parent	
<i>Christine Cho</i>	Member/ Parent	



## **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.

*To improve student performance and teacher effectiveness by developing a shared understanding of instructional excellence in order for teachers to adjust their practice. By June 2013 all supervisory staff will have engaged in 4 formative mini observations of all teachers and provided teachers with timely actionable feedback based on a research based framework /rubric that articulate clear expectations for teacher practice [Framework for Teaching].*

### **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.

*In an effort to improve student outcomes with response to student performance results on the most recent NYS assessments and to meet Citywide expectations of strengthening teacher practice we will observe teachers using a research based rubric and provide teachers with low inference actionable feedback.*

### **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.

### **Activity #1**

- **Professional Development:** *Teachers will engage in self reflection and set goals of movement along the continuum with regard to the instructional framework rubric. PD in September, October and November will strengthen common language to understand what quality teaching looks like using Charlotte Danielson's Framework for Teaching, with a particular focus on the competencies 1e: Designing coherent instruction, 3b: Using questioning and discussion techniques and 3d: Using assessment in instruction. Assessment will also be a school wide focus across the disciplines*
- **PD will be differentiated for staff depending on needs as noted in walkthroughs, Intervisitations will be scheduled for those in need of specific areas of improvement.**  
*Teachers will self- assess in the ARIS learning community on the Danielson's competencies; this will be followed by tutorials and across to resources to develop proficiencies in identified deficient areas. **Target Population:** Teachers*

- **Responsible staff members:** *Principal, Assistant Principals, Lead teacher facilitators*
- **Implementation:** *September 2012- June 2013*

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**Activity #2**

- *Conduct a minimum of 4 informal observations [2 completed by January 2013 and 2 additional by May 2013] and schedule timely follow up conferences to give actionable feedback. Teachers will self reflect before the meeting to generate more conversation based on evidence aligned with the Danielson rubric. Formal observations will continue to be conducted as per the UFT contract*
- *Assess trends in deficient areas and tailor PD accordingly*
- **Target Population:** *Teachers*
- **Responsible staff members:** *Principal and Assistant Principals*
- **Implementation:** *Sept. 2012 – June 2013*

**Activity #3**

- **Professional Development:** *School professional affiliations, outside consultants, network staff, will provide support to help administration align evidence with the rubrics, build a common language and discuss how to engage in professional conversations that promote reflective teaching practices.*
- **Target Population:** *Principal, Assistant Principals*
- **Staff Responsible:** *Principal with Network Support*
- **Implementation:** *September – June 2013*

**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.  
*non Title I school, PIP not required*

**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.
- *Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.*
- *Interviews for new personnel will be intensive and will require dual certifications for vacancies either with SWD or ESL certificates.*
- *The Principal's secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers*

**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 .

N/A As a non-Title I school, Tax levy funding provides all services

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP)  Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

**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.

*By June 2013 all students will experience 8 Common Core aligned units of study : two in Math, two in Literacy, two in Social studies and two in Science with multiple entry points for all learners including SWD and ELLs as evidenced by final assessments that will be graded using a CCLs aligned rubric.*

**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.

*The tasks are part of the citywide instructional expectations to strengthen student work in response to the most recent 2011-12 performance results by developing rigorous CCLS aligned tasks and to prepare our students for college and career readiness.*

### **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.

### **Activity #1:**

- **Professional Development:** *Network staff, Network Achievement Coaches will provide PD for **lead teachers and Assistant Principals** to discuss resources and tools to continue the unit planning in all content areas; October 18 PD was given to content area teachers of ELA, Sci., SS and Sp Ed. on text complexity. Nov. 7<sup>th</sup>- PD topics by lead teachers to content area teachers on “ Putting Text First; Complexity, Range, Quality; and also aligning unit plans and Tasks as well as literacy in the content areas*
- **CCLS task alignment** *Network Sponsored PD for lead teachers and AP’s on looking at student work through the lens of the CCLS. This will include translating the expectations of the CCLS into data-based instruction to guide the development of a unit of study in each content area and infusing literacy in the content areas. Dates held: **Dec.** 13- SS; Dec. 20<sup>th</sup> Science and Nov. 2012 Math and ELA; PD will continue throughout the 2012-13 school year.*
- *Jan. 2013, DOE offers feedback on CCLS tasks. Science and SS tasks were sent for feedback in order to assess the effectiveness of our tasks.*
- *The Office of Achievement Resources OAR implemented an intensive course in June 2012 with a focus on helping teachers develop units in Science that build students’ deep understanding through CCLS aligned unit. Dates held were 5/18, 5/24, and 5/31 an 6/21. Content area teachers will develop CCLS tasks throughout the year.*

### **Activity #2:**

- **Collaborative Teams:** *Teachers will meet in collaborative teams to use performance tasks as a vehicle for examining student work, refining curriculum, assessment and classroom instruction; Each grade will use grade appropriate CCLS tasks: Nov. 7<sup>th</sup> PD agenda reflects the collaborative time given to teacher teams to work on tasks. Program reorganization added an additional period for collaboration and work on tasks as well as some faculty and department meetings. Some of the items on the various agendas are listed below:*
- *Teachers will reflect on planning and practices in the context of the CCLS instructional shifts in Literacy, Math, SS and Sci. and learn **about a protocol to assess text complexity***
- *Teachers will understand how the Instructional shifts impact their work*
- *Teachers will analyze the alignment of a culminating task with the target standards of the unit and evaluate the complexity of the unit texts*
- *Continue to revise or create instructional and embedded assessment tasks for content areas that are CCLS aligned, and have multiple entry points for ELLs and SWDs*
- **Timeline:** *Assessment calendars in each content area will be reviewed at each monthly department meeting throughout the year to keep pacing of tasks on schedule.*

### **Activity #3:**

- *PD: Scholastic Achievement partnered with CEI support staff to build capacity within the building by training lead teachers designated in the Galaxy program on the CCLS aligned tasks and units. Math teachers have volunteered on Saturdays to work with CEI staff to develop CCLS aligned tasks for the city/ school to use as resources. CEI support staff will continue to provide PD regarding leveling content area non fiction resources and text complexity.*
- *Collaborative Teams: Across the content areas, teachers will work together to develop units of study and rubrics that scaffold the use of evidence to support arguments aligned to the CCLS. SS/ELA teachers use the staircase of complexity to plan entry points for all learners; Math and Science teachers are incorporating the principles of UDL*
- *Library Resources: Library NYSTL monies will be used to purchase non-fiction books to strengthen the resources for the content area teachers and a Library Open House planned for teachers to browse resources available.*
- *NYSTL software allocations to purchase resources such as Brain Pop, Discovery Ed and also subscribe to Grolier online database to assist teachers with leveled texts on different topics.*

### **Activity #4:**

*All students will take the Performance Series (a baseline assessment) that teachers will analyze in order to find the strengths and weaknesses to drive instructional planning.*

- *Students will be given pre- assessments which will generate a starting point, and teachers will follow up with a gap analysis of needs*
- *Students will be studying the necessary content vocabulary words associated with the task.  
[PD will be provided for teachers on strategies for building academic vocabulary at the Jan. 7<sup>th</sup> faculty meeting and ongoing throughout the year.]*
- *Students will be engaged in rigorous tasks – In English Language Arts/ SS students will complete a task that asks them to read and analyze informational texts and write detailed arguments in response.*
- *In mathematics/ science students will engage in a cognitively demanding task that requires students' ability to model with math and/or construct and explore the reasoning behind arguments to arrive at a solution. Grade 6/7 will focus on ratio and proportional relationships and grade 8 students will focus on expressions and equations.*
- *Science and SS departments have adopted CC anchor standards 1- 10 in Reading and CC anchor standard 1 in writing to embed in their lesson planning.*
- *At risk students will be invited to Small Group Instruction during the day, the Saturday program and the extended day program to insure success. Also, they will have access to the Khanacademy.org website for an online tutoring support.*
- *Nov. 6<sup>th</sup> Teacher teams tracked targeted students and data analysts distributed Ed Performance Learning objectives for each targeted students so that teachers could identify weaknesses and share strategies to reteach objectives. Resources are also available on the Ed Performance for each learning objective. Student Data were shared with parents In November.*
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**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.

N/A As a non-Title I school, Tax levy funding provides all services

**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.

- *Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.*
- *The Principal’s secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers*

**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 .

N/A As a non-Title I school, Tax levy funding provides all services

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

*Network Consultant Hours for PD; FSF per diem subs for lead teachers from ARRA monies;  
Library and Software NYSTL allocations*

### 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.

*For the 2012-13 school year targeted ELLs, SWD and high level 2 students will be monitored for improvement in their performance on the ELA formative tasks designed by teachers as evidenced by the results of the teacher generated tasks given in June 2013.*

#### **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.

*NYS test data; Progress reports and NY Start reports indicated that SWD and Ells were not meeting proficiency, level 3 and 4.*

#### **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.

#### **Activity #1:**

- *Professional Development: PD will be provided for all teachers with high concentration of ELL students by CITE representatives beginning Jan. 8, 2013. CITE will provide ELL Services: in class coaching, Observation, Conferencing, Debriefing and Modeling.*
- *Teachers will continue to use protocols for examining student work to surface the gaps for the subgroups listed in the needs assessment.*
- *ELA and CORE teachers will incorporate vocabulary and text complexity tools.*
- *ELA and CORE teachers will implement the SMART WRITING by Laura Robb as a resource to discuss at Department meetings.*

*Target Audience: Teachers, collaborative Teams*

*Timeline: September – June 2013*

#### **Activity #2:**

*ELA teachers will meet collaboratively to design units of study incorporating principles of the Universal Design for Learning framework with a focus on “entry points” for students with disabilities and the subgroups listed as targeted.*

#### **Activity #3**

- *Students are programmed into Small Instructional Group assistance during the day. ELLs are receiving Title III mandated services and SWD are receiving*

*additional SETSS services. The Project Achieve Saturday program, which begins in January 2013-April 2013 for ELA, Math and Regents review classes, will provide supplemental instruction for targeted students. Invitations were sent out to the parents of students in the targeted groups recommending the specific Saturday program; extended day students were targeted based on their scores and programmed into the 37.5 min time. Quarterly we will analyze formative data –baseline, midterm and final, as well as the unit pre- and post-assessments to monitor how well students are progressing*

**Target Population:** *Students*

**Timeline:** *September 2012- June 2013*

**Activity #4:**

*To provide better feedback to parents of ELLs Ms. Vlaco ESL teacher held conference on Nov. 19<sup>th</sup> before PT conferences to explain translated report cards for ELLs, Chinese, Korean, Arabic, Spanish translated report cards this year and the expectations for student performance. This will be followed up again at the Feb. PT conferences. Through Title 3 our ESL teachers work with content area teachers of ELLs to discuss appropriate teaching strategies. The ESL teachers also push in to the content areas classrooms of ELL students. Title 3 monies also fund before and after school support classes for ELLs.*

- *Ms. Parente distributed web site data to parents for extra support in understanding the language.*

**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.  
*non Title I school, PIP not required*

**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.
  - *Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.*
  - *The Principal's secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers*

**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.

N/A As a non-Title I school, Tax levy funding provides all services

**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.  
*TL FSF per diem subs for PD; Use Inquiry allocations (ARRA) and data specialist monies to support looking at student work and analyzing data; Title 3 allocations*  
*Sp Ed teachers tailored PD, NYSTL allocations to purchase Smart Writing book, non-fiction resources and CCLS flip charts.*  
*Use CEI-PEA consultant hours to support CCLS training and toolkit of resources support for teachers*  
*Use CEI-PEA consultant hours for CITE coaching of teachers of ELL students*

## ANNUAL GOAL #4 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 #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*For the 2012-13 school year there will be an increase in parent positive responses regarding what their child is studying in school as evidenced by a custom made survey given in November, February and April.*

### **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.

*For the last 3 years our Learning Environment Survey has indicated the need to improve communication with our parent community. Our 2010-2011 Quality Review also describes a need to implement a system to evaluate the communication process in order to reach full potential.*

### **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.

#### **Activity #1:**

- **Parent Survey:** *Design a customized parent survey focusing on questions from the LES which will be given to Parents online and printed copies distributed in November, February and April 2013 [translation copies will be available.]*
- **Target Population:** *Parents/Guardians*
- **Timeline:** *November as a benchmark, February 2013 and April 2013*
- **Responsible staff member:** *Principal, Parent Coordinator, SLT*

#### **Activity #2:**

- **Increase parent interest and obtain feedback from parents and students:** *the Principal will continue to post the monthly letter and will offer incentives for parent interest in PTA meetings. Additional information on translation and interpretation services available as well as translations of parent communications; continue use of the phone messenger to keep parents informed of events. Student surveys will also be generated to obtain additional feedback and follow up meetings with the student organization will allow students voices to be heard.*
- *New website was created to keep parents informed by posting content, tasks, and expectations regarding CCLS aligned tasks.*

Activity #3:

- *November 2012: Ed performance objectives will be shared with At-risk students and parents at report card conferences. The SLO will note areas that are mastered and concepts that still need to be mastered.*
- *The Parent Coordinator will host a workshop Nov. 14 on “ How to get the Most out of Parent Teacher conferences”.*
- *A “Parent Roadmap: supporting your child in Grade 6,7, 8 in Mathematics and ELA” was distributed during Parent Teacher Conferences through the appropriate Grade level teacher.*
- *Secured translators for November Parent Teacher Conferences from Ted Tang, Community advocate*
- *Used Translated report cards for ESL students and an ESL parent meeting indicated how to use the template and make the connection to the English report card.*

**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.

*N/A non Title I school, PIP not required*

**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.

*N/A*

**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.

*N/A*

As a non-Title I school, Tax levy funding provides all services

**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.

*Parent Coordinator supply monies; PTA donations; FSF monies; Translation and Interpretation allocations*

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	32	20	N/A	N/A	45	50	12	0
<b>7</b>	39	50	N/A	N/A	41	47	11	0
<b>8</b>	47	42	N/A	N/A	75	52	10	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p><i>During the school day there are small instructional groups which provide support to the at-risk students in ELA.</i></p> <p><i>Students were assessed] on <a href="http://www.Edperformance.com">www.Edperformance.com</a> to obtain their Lexile Reading Levels and provide the teachers with learning objectives for at risk students. Peer tutoring is offered 2 times a week starting in Jan.2013 and continuing through April. Saturday programs will be starting in January in ELA all grades</i></p> <p><i>Acuity resources are used to support differentiated instruction</i></p> <p><i>Inquiry teams meet to look at student work and examine curriculum, assessment and practice to provide strategies to improve student outcomes</i></p> <p><i>Collaborative teams meet to align tasks, rubrics to CCLS</i></p>
<b>Mathematics</b>	<p><i>During the school day there are small instructional groups which provide support to the at-risk students in Math. A Saturday program will be starting in Jan 2013for students who need extra help in Math grade 6-8. A Saturday Regents program for Integrated Algebra is scheduled to begin in February 2013. Acuity resources are used to support differentiated instruction in mathematics and Ed Performance Series has been utilized to diagnose areas of deficiency throughout grades 6-8.</i></p> <p><i>Inquiry teams meet to look at student work and examine curriculum, assessment and practice to provide strategies to improve student outcomes.</i></p> <p><i>Teacher teams meet to discuss unit pre-assessment findings and to create task that will address the pre-assessment findings. Peer tutoring is offered 2 times a week starting in Jan.2012 and continuing through April. Saturday programs will be starting in January in ELA all grades</i></p> <p><i>Acuity resources are used to support differentiated instruction</i></p> <p><i>Inquiry teams meet to look at student work and examine curriculum, assessment and practice to provide strategies to improve student outcomes</i></p> <p><i>Collaborative teams meet to align tasks, rubrics to CCLS</i></p>
<b>Science</b>	<p><i>During school - Small Instructional Groups and extended day programs as well as Saturday programs provide support to the at-risk students.</i></p> <p><i>Peer tutoring before school is also provided two times a week</i></p> <p><i>Before and after school regents review classes begin in March-June</i></p>

<b>Social Studies</b>	<i>During school - Small Instructional Groups and extended day programs as well as Saturday programs provide support to the at-risk students. Peer tutoring before school is also provided two times a week Before and after school regents review classes begin in March-June</i>
<b>At-risk Services provided by the Guidance Counselor</b>	<i>Counseling sessions-group and individual; dealing with academic, social, emotional and family related issues. Provide support with HS application process as well as conflict resolution and social skills training.</i>
<b>At-risk Services provided by the School Psychologist</b>	<i>Parent and teacher consultation, student and classroom observations, informal testing, review of student records and profiles, at-risk counseling, crisis intervention and pupil personnel meetings</i>
<b>At-risk Services provided by the Social Worker</b>	<i>Provided during the day and during extended day; Individual and group: intervention/prevention activities, at-risk counseling, crisis intervention, pupil personnel meetings, consultative and supportive services, and referrals for community support.</i>
<b>At-risk Health-related Services</b>	



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Debra Maldonado/Mae Fong</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>158</b>
School Name <b>Marie Curie Middle School</b>			

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

Principal <b>Marie Nappi</b>	Assistant Principal <b>June Dunn</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Joanne Coneglio-Vlaco</b>	Guidance Counselor <b>Steve Epstein</b>
Teacher/Subject Area <b>Lisa Martelli- Core</b>	Parent <b>Kim D'Angelo</b>
Teacher/Subject Area <b>Lori Kantor- ELA</b>	Parent Coordinator <b>Margaret Polizzi</b>
Related Service Provider <b>Joan Weibman</b>	Other <b>Rebecca Mostel, Speech Teacher</b>
Network Leader <b>Mae Fong</b>	Other <b>NA</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1115</b>	Total Number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>6.73%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### Part I: School ELL Profile

Middle School 158 is part of the CEI-PEA CFN 535 network. The LAP team at M.S.158 consists of Principal, Marie Nappi; Assistant Principal, June Dunn; ESL teacher, Joanne Coneglio-Vlaco ;Guidance Counselor, Steven Epstein; Subject teachers, Lori Kantor, ELA; Lisa Martelli, Core; Speech and language pathologist, Rebecca Mostel; Resource room teacher, Joan Weibman; and Parent Coordinator, Margaret Polizzi. We currently have two licensed ESL teachers who provide services to all mandated students. There are 1,115 students presently enrolled in MS 158 and the ELL program is presently providing services to 75 ELLs; however, with the constant influx of newly admitted ELLs throughout the year, we provide services to approximately 100 ELL students (9% of the student population) yearly.

#### Part II: ELL Identification Process.

Home Language Survey forms are distributed to all new admissions. These forms are written in a multitude of languages. Our ESL teacher or licensed trained pedagogue assist the parent in completing the HLIS. The licensed ESL pedagogue or another trained pedagogue conduct an informal interview with the child to ensure that responses on the HLIS are on target and then assigned the OTELE code. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek is present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences. ELL instructional programs begin on the first day of school.

Newly enrolled students who are identified as eligible to be tested based on the Home Language Survey are tested with the LAB-R within 10 days of registration by the ESL Coordinator, who is a licensed ESL teacher, and are placed in the beginner, intermediate, or advanced program. Spanish speaking students who are administered the Lab R and do not pass the Lab R are administered the Spanish Lab to determine native language literacy proficiency. Letters to parents are distributed in all native languages informing parents and guardians of their child's eligibility to be tested and/or receive services. Once in the program, students are assessed yearly and placed based on their NYSESLAT score.

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

In addition, the ELL Parent Orientation Video is now available online in 13 languages. Parents are also able to view the orientation video on line in the event they are unable to attend any meetings during which it is shown. This further ensures that the desired program choice is attained. As per the ASPIRA consent decree, if 15 students of the same language group in one or two contiguous grades select a bilingual education program, one would be created; however, the program selection surveys at our school indicate a bilingual program is not needed. After reviewing the Parent Survey and Program Selection forms for the past few years, there is a predominant choice (95%) of freestanding ESL. This choice has been consistent for many years. Therefore, the program model offered at our school is aligned with parent requests as the trend shows that the parents overwhelmingly prefer ESL classes integrated with mainstream programming.

**Part III: ELL Demographics**

The ELL program at MS 158 currently provides services to 75 ELL students (6.67% of the population). As previously mentioned, with the constant influx of newly admitted ELLs throughout the year, we provide services to approximately 100 ELL students (9% of the student population) yearly. Approximately half of all ELL students, currently 40, speak Chinese. Our second largest population is comprised of ELLs who speak Korean and Spanish. We also service a small population whose native language is French, Russian, Pashto, or Urdu. We presently have 14 Special Ed ELLs. Nine long-term ELLs have either been designated "x-coded" or "at risk" and are either in full-time special education classes, CTT classes, or in SETTS and seen by the resource room teacher. Three long-term ELLs receive services by a Speech Language Pathologist two periods a week. Seven students have been in the program 4-6 years, and are also either designated as "x-coded" or "at risk" and are in full-time special education classes or in SETTS and are making progress slowly as reflected on the NYSESLAT Exam History Report (RLAT). Four are in the 0-3 years category and are also advancing nicely as reported on the RLAT. There are no SIFE students designated ELL this year.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														<b>0</b>
<b>Dual Language</b> <small>(50%:50%)</small>														<b>0</b>
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														<b>0</b>
<b>Push-In</b>							2	2	2					<b>6</b>

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	9

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	63	0	4	7	0	6	9	0	7	79
<b>Total</b>	<b>63</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>79</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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							5	2	3					10
Chinese							15	11	16					42
Russian							1							1
Bengali														0
Urdu									1					1
Arabic														0
Haitian									1					1
French								1	1					2
Korean							5	4	7					16
Punjabi														0
Polish														0



## A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

Writing Workshop model. Reading basic language and literacy books provide systematic language development as well literacy instruction. High-interest, low-level, intermediate-level and high-level literature and content-based readings further enrich language development in the content areas.

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

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

4. Marie Curie Middle School 158 follows a multifaceted approach regarding differentiated instruction to ELLs in schools less than three years (newcomers), ELLs in schools 4 to 6 years, long-term ELLs and SIFE students and ELLs identified as having special needs. The needs of these students are varied and assessment is used to drive instruction.
- a. Plan for SIFE: There are no SIFE students designated ELL this year.  
When we have SIFE students, the plan is as follows:  
SIFE students receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. SIFE students receive additional services beyond the mandated number of periods of ELL services in the form of push-in ELL, peer tutoring programs, PTA funded extra programs, ELL summer school and Title 3 classes. All ELL students are included in the extended day program.
- b. Plan for ELLs in school for less than 3 years/Newcomers: All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. New York State English Language Arts, English as a Second Language Learning Standards and Common Core State Standards serve as the basis for ESL instruction and planning. All programs for ELLs are aligned with the Comprehensive Core Curriculum. In conjunction, the four skill areas - listening, speaking, reading, and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach. Our plan is to provide ELL with a rigorous intensive Core curriculum to support the language and literacy development of ELL students.
- c. Plan for ELLs receiving service 4 to 6 years : Our plan for those students who have been in ESL for 4-6 years is to focus instruction on their areas of weakness and work to improve their skills. We will also focus on developing reading and writing skills in order to move them further towards attaining a proficiency level on the NYSESLAT. We will work on specific strategies to improve their reading and writing skills. These students will receive additional individualized reading and writing instruction using a computer based literacy program, “Performance Ed” . These students will also receive additional services beyond the mandated number of periods of ELL services in the form of push-in ELL, peer tutoring programs, PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills. These students will receive additional support in reading and writing in Title 3 classes. All ELL students are included in the extended day program.
- d. Plan for Long-Term ELLs: The majority of our long -term ELLs are in special education classes and/or have been x-coded. Our plan for those students who have been in ESL for 6 six years is to focus instruction on their areas of academic weaknesses and provide tailored differentiated instruction as indicated on their IEPs. These students will also receive additional individualized reading and writing instruction via the computer-based reading program, “Ed Performance” . ELL teachers will collaborate with special education and CTT teachers, para-professionals, and guidance counselors to meet their needs. Title 3, Saturday Enrichment, and as well as all other schools programs will be utilized to assist and attain a level of proficiency on the NYSESLAT exam.
6. Teachers of ELLs identified as having special needs and/or disabilities use instructional strategies and grade-level materials that provide both access to academic content areas and accelerate English language development. For those students with special needs and disabilities, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Teachers and Paraprofessionals provide tailored differentiated instruction based on long term ELLs assessed needs as indicated in their IEPs. They receive small group instruction in self-contained classes. They also have a bilingual para-professional who works one –on –one. To make academic content comprehensible and accelerate English language development, a variety of instructional strategies are employed such as cooperative learning strategies, scaffolding, concept mapping, web-diagramming, and jigsaw activities. Multi-leveled content-based readings further enrich and accelerate English language development.
7. To meet the diverse needs of ELLs with special needs and disabilities, instruction is delivered in the environment of small self-contained classes. They also have a bilingual para-professional who works one-on-one. Our plan is to continue working on areas of weakness. These students receive additional services beyond the mandated number of periods of ELL services in the form of PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills. ELL summer school and Title 3 classes. All ELL Students with special needs and disabilities are included in the extended day program.

### 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			
Social Studies:			
Math:			
Science:			

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

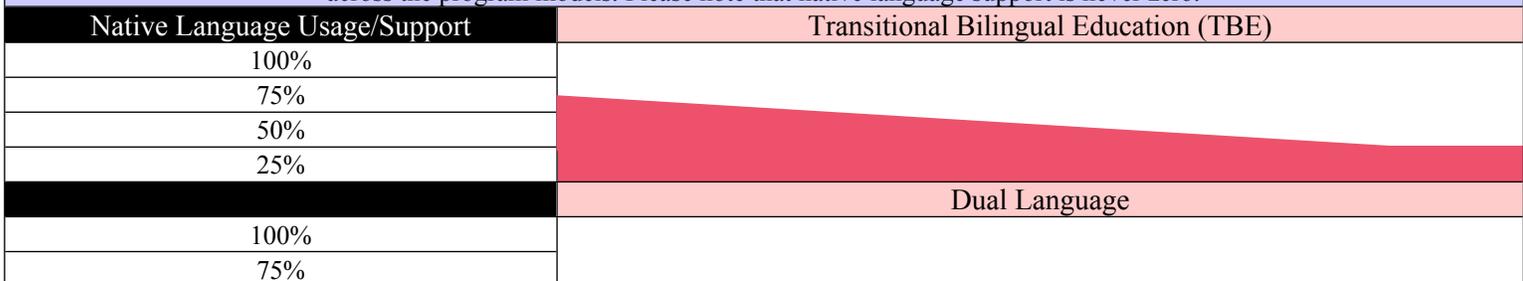
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## 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?

### Part IV. B. Programming and Scheduling

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

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

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

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

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

The extended day of 37.5 minutes is mandated for ELL students. Title 3 programs staffed by a certified ESL teacher are provided both before and after school Monday to Friday mornings from 7:25 AM until 7:55 AM and on Wednesday afternoons from 3:00 PM to 3:30 PM. The purpose of all ELL instruction is to provide enhanced services for ELL students in the areas of listening, reading, writing, and speaking with the goal of lifting English ability to the level of proficiency as quickly as possible. The 37.5 minute small group additional instructional period as well as Title 3 services gives us a unique opportunity to focus on the areas of speaking and listening. A variety of instructional activities will take place including, creating and performing dialogue, discussion of academic and social issues, conversation about the news of the day, explicit guidelines on how to participate in main stream activities, and a general sharing of any and all concerns. In this way ELL students will be given the verbal and listening skills, in connection with their reading and writing skills, necessary for school success.

In addition there is an after-school program and a Saturday program which include ELL students (Beacon and Project Achieve). ELL

students participate in all after school teams and activities available to the mainstream population.

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

Programs will be enhanced for the upcoming school year. We are no longer using the computer program, Study Island, as this program no longer suits our needs. We have instituted a school wide computer-based Digital Media Content program, Discovery Education. Discovery Education streaming is a digital video-based learning resource scientifically proven to increase academic achievement. It features more than 10,000 full-length videos divided into nearly 75,000 content-specific video segments. These content-specific video segments are learning resources that enable ESL teachers as well as subject area teachers to integrate digital media in the classroom and further enhance language development in the content areas and support ELLs.

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

The Korean Cinderella – fairy tale

Passage to Freedom – social studies content, non-fiction

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

Holes – fiction, novel

The Down to Earth Guide to Global Warming – science content

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

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

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

We are also now using a new instructional program, Inside Language, Literacy and Content. This program alligns the ELL Curriculum with the Common Core Learning Standards. The program offer standards-based instruction in reading, writing, and language. It is designed for English learners to build and accelerate growth in language and literacy. The program offers overlapping levels that progress in reading and language proficiency levels and teach standards that spiral across each level.

ELLs are given modifications during all assessments. This past school year, those accommodations were extended to former ELLs as well. Students who passed the NYSESLAT from 2008-2010 fell into this category. ELLs are given two modifications on all standardized tests – time and a half and a separate location. In addition, translations are provided for the math exam. Hearing-impaired students are tested separately by a teacher who signs the entire exam.

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

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

To assist newly enrolled ELL students and facilitate a smooth transition to Middle School, the Guidance Team conducts tours of the entire building in June for the incoming sixth grade classes. All feeder schools participate. Each school is scheduled for a separate date at which time a tour and orientation are held. ELL students can tour the building and acclimate to the new school environment. Claire Park, a Korean

counselor provided by Asian Outreach at The Child Center of NY offers additional services as do our guidance counselors. All ELLs have the support of their teachers, administration, parent coordinators, and the guidance counselors. ELLs are offered the same language elective as all students. Spanish is the foreign language elective offered at our school.

### **C. Schools with Dual Language Programs**

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

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

## D. Professional Development and Support for School Staff

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

### D. Professional Development and Support for School Staff

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

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

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

In March of 2011 our teachers participated in a full day of staff development. Teachers were instructed in accessing student data via ARIS. Importance of using the data to drive instruction was emphasized. Workshops were held in differentiating instruction and assessment.

Teachers were given a Checklist for Differentiated Classrooms. Again in June of 2011 our teachers participated in a full day of staff development. Titles of Workshops included: Increasing Our Technology, Looking at Student Work, and Depth of Knowledge.

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

Learning Language Through the Arts- Strategies for English Language Learners

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

Re-examining the E in TESOL through Poetry

Vocabulary and Comprehension Strategies for Adolescent ELLs

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

Staff Development (2011-2012 tentative activities and ELL-related topics): Staff will participate in ongoing, long-term staff development with a strong emphasis on the Common Core Learning Standards, High Impact Differentiated and Academic Language Development Strategies, Depth of Knowledge and Alligning the ELL Curriculum With the Common Core Learning Standards.

ELL in the content area

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

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

Scaffolding Instruction for ELLs in the Secondary Schools

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

ELL congruence meetings are held monthly between ELL and Mainstream Staff.

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

## E. Parental Involvement

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

### E. Parental Involvement

Important school procedures are distributed to parents of ELL students in their native languages. The Parent Coordinator works together with a bilingual team to translate and address any questions or issues related to these documents. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek are present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent/Teacher conferences. As mentioned before, an orientation program is held in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed. This year our "Back to School Night" orientation program was held on Tuesday, September 20, 2011 for parents. Included in this discussion were the Parent Survey and Program Selection form, our program overview, instructional strategies, activities, and programs being implemented to ensure that ELL students meet the standards and pass all required city and state assessments. On November 16, 2011, a second Parent Meeting will be held. Interim Assessment exams, report cards, Title III programs and the approaching ELA exam will be the focus. In February, a third Parent Meeting will be held to discuss the remaining state exams and assess progress to date. Any issues and concerns of the parents will be addressed at these meetings. Parents are invited to attend special programs for the ELL classes as well as attend special assemblies.

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

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

#### Parent and Student Workshop Series

- Middle School Success Strategies
  - Parent's Guide to 8<sup>th</sup> Grade Exit Projects
  - Communicating With Your Teenager
  - Internet Safety and Cyberbullying
- College and Career Readiness: The 21<sup>st</sup> Century Includes You!

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

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	6	13					27
Intermediate(I)							7	6	13					26
Advanced (A)							12	7	3					22
Total	0	0	0	0	0	0	27	19	29	0	0	0	0	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	3	4				
	I							2	5	6				
	A							13	5	9				
	P							4	3	3				
READING/ WRITING	B							5	4	8				
	I							6	6	13				
	A							8	5	1				
	P							3	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	11	1	0	15
7	4	6	3	0	13
8	7	7	0	0	14
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1		4		13		2		20
7	1		5		9		9		24
8	1		2		15		4		22
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	9		9		4		0		22
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### Part V. Assessment Analysis

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

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

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

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

Last year school leadership and teachers implemented various strategies to support the school wide focus of improving our students' inference skills using the results of the ELA and Periodic Assessments. The focus for this year is to use teacher teams engaged in collaborative inquiry as a vehicle to implement the 2011-2012 Citywide Instructional Expectations with the purpose on focusing on the next stages of aligning curriculum and assessments to the Common Core. By examining and refining curriculum, assessment and pedagogy, the goal is to strengthen student work.

Over the course of the year, at several meetings of the Language Allocation Policy Team, which includes representatives of all stakeholders, analysis was made of ELL progress as indicated by the NYSESLAT. By examining the RLAT which shows NYSESLAT and LAB-R results over several years, it became obvious that marked progress is being achieved by most ELL students. The results of the 2011 New York State standardized tests indicated with continued content-based ELL instruction, staff development and adhering to congruence, our ELL students have and will continue to progress. The consensus is that by and large ELL students are succeeding, but that the goal is to ensure that all succeed.

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie Nappi	Principal		12/12/11
June Dunn	Assistant Principal		12/12/11
Margaret Polizzi	Parent Coordinator		12/12/11
Joann Coneglia-Vlaco	ESL Teacher		12/12/11
Kim D'Angelo	Parent		12/12/11
Lisa Martelli/CORE	Teacher/Subject Area		12/12/11
Lor Kantor? ELA	Teacher/Subject Area		12/12/11
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Steve Epstein	Guidance Counselor		12/12/11
Mae Fong	Network Leader		12/12/11
Joan Weibman/SETSS	Other		12/12/11
Rebecca Mostel / Speech	Other		12/12/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **26158Q** School Name: **Marie Curie Middle School**

Cluster: **5** Network: **CFN535**

**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**

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

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

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

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

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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

- The Parent Coordinator, Margaret Polizzi, sent out a survey to all adult members of the school community including parents and professionals
- Pta surveyed the parents to determine the home languages to increase parental involvement based on these sources oral translation needs were identified for Spanish, Korean, Chinese and Greek.

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

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

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

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

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

As students are registered we give them HLIS. The Parent Ethnic Survey in their language and also the translated forms for registration and we inform the parents of the location of the Bill of Rights <http://schools.nyc.gov/rulespolicies/parentsbillofrights/parents+bill+of+rights+and+responsibilities.htm>

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

Examples:

- 20 hours of teacher per session for bilingual teacher to provide parents with interpretation services during PTA meetings.
- Hired translators from the Legal Translation Department using allocated funds

Contractor vendor for PT conferences translator

Monthly letter asking parents to request translation service if needed



## 2012-13 Comprehensive Education Plan (CEP)

### 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: Marie Curie MS 158Q	DBN: 26Q158
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 77
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### 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 title III funding will provide supplemental services for our ELL population in the following ways: The 2011-2012 progress report indicated that we did close the achievement gap on the New York State ELA and Math state exams. The data indicated that with the test becoming more difficult and the new addition of two CCLS aligned tasks in the content areas there is need for more support for our ELLs. We will provide differentiated instruction through small group instruction in the content areas of Math, ELA, and science. This will be done using an ELL approach based on NYS ESL Learning Standards. Students will be taught to listen, speak, read, and write in English for 1) information and understanding 2) literacy response, enjoyment, and expression 3) classroom and social interaction and 4) cross-cultural understanding and knowledge. This instruction will take place early in the morning before school or after school from October 29, 2012 through May 2013 by two licensed ESL teachers paid by Title III funds scheduled in per session. We are concentrating on establishing a classroom library for Beginner ELL students. In addition to the program the monies will help to purchase additional Visions program texts ( level A student editions with theme book, level B) and Library books in their native languages. New Connections to English Grade 3 was also purchased. Exit from this program is based on scores obtained on the NYSESLAT in May \*\*\*Ms. Vlaco will be teaching 2 hours in the morning 7:25 to 7:55 am and Ms. Parente will be teaching 2 hours per week in the afternoon 3 - 4pm 2 days a week for 25 weeks @ \$50.19 per hour (with fringe). One supervisor at \$52.21 for 2 hours a week for 21 weeks for the after school hours only.

### 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: Professional Development is ongoing throughout the 2012-2013 school year so that all teachers will understand strategies for working with ELLs throughout their language acquisition process. All classroom teachers will receive the training. The ESL teachers meet with the content area teachers who have high proportions of ELLs in their classes will be provided time to work collaboratively to outline curriculum with a language development plan. We scheduled ten days of per diem at the rate of \$ 167.60. per day in our T3 budget for such collaboration/planning session. The teachers will be provided time for collaboration. Additionally, there are several PD conferences scheduled for the school year. We will use collaborative team meeting time to discuss strategies that should be utilized to assist the ELL population. We will also provide meeting times during the school year for the entire staff to discuss the following strategies:

### Part C: Professional Development

ELL in the content area-September-November 2012 and ongoing throughout the year

Use of graphic organizers-ongoing throughout the year.

ELL strategies and techniques for the Mainstream Teacher-November 7,2012

Scaffolding Instruction for ELLs in the Secondary Schools- January 9,2013

Teaching ELL students in mainstreaming classes-November 10,2012

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

ELL congruence meetings monthly between ESL and Mainstream staff.

Staff development will take place during faculty conferences, department meetings and on designated days.

Topics to be discussed are based on aligning the Common Core Learning Standards to the ELL population for Math and ELA.

### 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: Parent and Student Workshop Series to maintain parent involvement in their child's education. Six hours or per session @ the rate of \$50.19 will be scheduled in the T 3 budget for these series since they are after school and additional monies are also scheduled in OTPS for resources. Research shows that parent engagement impacts higher achievement for students.

Topics included:

Middle School Success Strategies

Parent's Guide to grade 8 exit projects

Communicating with your Teenager Internet Safety and Cyberbullying

**Part D: Parental Engagement Activities**

College and Career Readiness: The 21st Century includes You!

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

AllCare Provider Service

BiLinguals Inc.

Resources for Children with Special Needs. Parent to Parent.

Our ESL teachers provide most of these workshops and conferences. Letters are translated into the students' native language and given to the parent or guardians. We also have translators available to assist during parent conferences and workshops. APPROXIMATELY 10% (\$1,120.00) of the T3 BUDGET is allocated to parental engagement activities and will cover, per session meetings for parents/activities after school as well as refreshments.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$9102	Ms. Vlaco will be teaching 2 hours in the morning 7:25 to 7:55 am and Ms. Parente will be teaching 2 hours per week in the afternoon 3 - 4pm 2 days a week for 25 weeks @ \$50.19 per hour (with fringe). One supervisor at \$52.21 for 2 hours a week for 21 weeks for the after school hours only. 10 days of articulation with content area teachers at \$167.60 per diem
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional</li> </ul>	\$2098	Inside Level B student edition and Level A themebook sets as well as leveled libraries for beginners.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11200	