



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MARIE CURIE MS 158Q  
**DBN (i.e. 01M001):** 26Q158  
**Principal:** MARIE NAPPI  
**Principal Email:** MNAPPI@SCHOOLS.NYC.GOV  
**Superintendent:** MS. ANITA SAUNDERS  
**Network Leader:** MS. ELLEN PADVA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marie Nappi	*Principal or Designee	
Dave Waltzer	*UFT Chapter Leader or Designee	
Milena Kabbani	*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> )	
Martenia Miller	CBO Representative, if applicable	
Joan Weibman	Member/ Teacher	
Neil Manus	Member/ Teacher	
Maria Plakas	Member/ Parent	
Agnes Mak	Member/ Parent	
Angela Charalombous	Member/ Parent	
Robert Gayle	Member/ Parent	
June Dunn	Member/ Assistant Principal	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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 deepening a shared understanding of instructional excellence in order for teachers to adjust their practice. By June 2014 the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's Framework for Teaching as evidenced by completed observations in Advance, collection of artifacts and the teachers end of the year HEDI score.

### **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 Instructional Expectations of strengthening teacher practice we will observe teachers using the Danielson Rubric and provide teachers with low inference actionable feedback.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will engage in self reflection and set goals along the continuum with regard to the Danielson Framework rubric. Teachers will self assess in ARIS and IPC were completed for each teacher during which we discussed goals.
2. PD on September 3 and 4<sup>th</sup> will introduce the Advance system and review the evaluation components to clarify expectations for teachers. On Election Day 2013 the DOE talent coach, Carmen Pinto presented a workshop to staff on Domain 3 B, Questioning and Discussion.
3. Following the Initial Planning Conferences Administration will set up observations on Teach Boost.
4. Administrators will norm evidence and feedback during weekly Cabinet meetings and a network Talent coach conducting training in June, October 2013 to assist us in norming feedback to teachers. .
5. The Principal will get certified in the Teachscape proficiency course ASAP
6. An SBO was held to schedule calendar changes to offer professional development on the Framework for Teaching rubric as well as grading of the Performance Baseline Assessments and the new Scholastic Code X Curriculum: Approved for 11:40 dismissal on 10/24,12/19,1/14,2/10,5/13. Chancellor's Conference Days on Election Day and Brooklyn Queens Day will also provide opportunities for professional development based on Danielson and teachers' needs.
7. Lead teachers in each of the content areas will turnkey PD on the domains 2 and 3.
8. Trends from observations will inform PD for teachers. Election Day focused on questioning, discussion and engagement because of the trends from round 1 of informal observations.
9. Systems were put into place to monitor the observation and feedback to teachers. Teachboost, an online system to document observations, was purchased as an online system that syncs into Advance and downloaded to purchase Ipads for administration. Feedback reports assist in tracking the outcomes and reflect strengths and weaknesses in each of the competency areas to drive our PD. PD was implemented in June and September to assist the administration in the use of the system.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administration and teachers
2. Administration and teachers and Network Talent Coach
3. Administration and teachers
4. Administration
5. Principal
6. Administration and teachers

7. Administration and teachers											
8. Administrators and teachers											
9. Administration											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. Formal and Informal documented observations											
2. Formal and Informal documented observations											
3. Formal and Informal documented observations											
4. Formal and Informal documented observations											
5. Formal and Informal documented observations											
6. Formal and Informal documented observations											
7. Formal and Informal documented observations											
8. Formal and Informal documented observations											
9. Formal and Informal documented observations											
<b>D. Timeline for implementation and completion including start and end dates</b>											
1. September thru June 2014											
2. September thru June 2014											
3. September thru June 2014											
4. September thru June 2014											
5. September thru June 2014											
6. September thru June 2014											
7. September thru June 2014											
8. September thru June 2014											
9. September thru June 2014											
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>											
1. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
2. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
3. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
4. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
5. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
6. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
7. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
8. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
9. Aris,DOE Talent coach, CEI-PEA support and ADVANCE PD, Teachers will continue to attend PD on the Framework aligned to their needs.											
<b><u>Strategies to Increase Parental Involvement</u></b>											
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
The parent coordinator will hold monthly parent workshops to keep parents informed of the CCLS and how the instructional shifts impact the curriculum and strategies used in the classroom.											
<b><u>Budget and Resource Alignment</u></b>											
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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 2014, the school will increase parental understanding of the heightened scholarly expectations encompassing college and career readiness for their children as evidenced by an increase of 3% on the LES question: "communicating what parents need to do to prepare my child for college and career readiness."

**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 2012/13 Learning Environment Survey reflects the parent engagement is low particularly on the communication of college and career readiness. By keeping them informed of what parents need to do to prepare their children for college and career and success in HS, parent engagement should increase.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. To ensure that families are aware that students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school teachers will communicate expectations by: Meet the teacher night, held 9/23 presented an opportunity for teachers to inform parents of the instructional expectations, the rigor and grading expectations for the class and how they can assist their children to become college and career ready. Teachers will share monthly newsletters with parents. A Principal's monthly letter is also posted on our website. The PTA also changed the monthly meetings to coincide with Meet the Teacher Night in September and also before Report Card Conferences on Dec. 19<sup>th</sup> and Feb. 2014. The website has been updated to provide parent information regarding tasks and Citywide Instructional Expectations.
2. A common grading policy was put in affect after a grading policy committee met in June to establish the criteria for formative and summative assessment grades in each subject area. Along with that an online grading system was purchased and implemented for this year. Parents are informed on a daily basis of their child's progress in hw, assessments, attendance and lateness as well as any anecdotal information.
3. Phone messages and emails are sent to all parents informing them of important events, meetings and College and Career Readiness weekly message blasts.
4. Monthly workshops are held to educate parents on how to best support their child's success in middle school and becoming College and Career Ready. Parents in D26 were invited to a community meeting focusing on the instructional shifts in ELA, Nov. and in Math on Nov. The presenters were APs from MS 158 and MS 74.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers planning presentations and parents attendance at evening functions.
2. The grading Policy Committee of teachers and the purchase of SKEDULA and Ipads for faculty members. PD was also scheduled in June, October, November and December to assist teachers in using the system. Pupil Path will give parents daily information about their child's progress including anecdotal, assessment scores, assignments and performance.
3. Parent Coordinator
4. Parent Coordinator and APs.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Parent feedback from the Meet the teacher night and attendance at the PTA meetings
2. Number of parents who signed onto Pupil Path to check their child's progress.
3. 100% of parents receiving data and information
4. Agenda and sign in sheets to monitor attendance

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014.
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers prepared the resources ( pamphlets and newsletters ) and the parent coordinator researched materials for distribution during the evening meetings
2. Ipads and Skedula were purchased for teachers as well as network support and PD from Datacation to support the faculty in using the system. Lead teachers were trained in Skedula and PD was held during the October 24<sup>th</sup> PD calendar change Date.
3. Purchasing of Phone Messenger
4. Curriculum and FACE support

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To keep parents informed of expectations and progress through emails, phone messages, newsletters. Changing PTA meeting times to coincide with other school functions is a strategy to increase parent participation

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #3**

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.

By June 2014, the growth percentiles for students based on the 2014 NYS ELA test will increase by 10% in ELA [45 students] as evidenced by the growth scores on the 2013-2014 NYS Report Card.

#### **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 2012-13 Progress Report indicated that MS 158 scored a Grade of C overall in ELA and Math growth percentile scores. The NYS Report Card indicates that students scoring level 1 or 2 are off-track in reaching proficiency. Meaning that the growth percentile, if they continued to grow at that rate, would not result in their reaching proficiency within 3 years.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The instructional focus for the year is to ground reading, writing and discussion in evidence from the text across the content areas while providing multiple entry points for all students.
2. An AIS program will be implemented through i-Ready, a web based program the screens all students and pinpoints needs down to the sub skill. It also provides differentiated instruction and delivers automated individual instruction online. It helps to place them in RTI tiers.
3. Teachers will be trained on the UDL in order to allow multiply entry points for the ELLs, former ELLs and SWD students
4. ELA teachers will meet collaboratively to ensure that the curricula are aligned to the CCLS standards and integrate the instructional shifts resulting in coherence across the grades and promotes college and career readiness. Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students are cognitively engaged. Scholastic CODE X was selected as the Common core aligned program to support CC aligned curriculum.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. All Teachers and Administration
2. Targeted Students, Administrators and parents of targeted students
3. Teachers
4. ELA teachers

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Baseline and Performance assessment and gap analysis of data from Benchmark and formative assessments.
2. The Iready program monitors progress for each student. That along with formative assessment data, periodic benchmarks will provide the evaluation of our targeted students to see the impact of the program.
3. Observations, formal and informal will provide evidence. Teachers will also use protocols for examining student work to surface the gaps for the subgroups listed in the needs assessment.
4. Unit analysis, CCLS aligned rubrics, task analysis and data analysis of student work after each unit.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014.
2. December 2013 to June 2014
3. September 2013to June 2014
4. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Establish a Professional Development plan to support all teachers in the implementation of the instructional focus in their planning and instruction.
2. The I ready tool will promote parent involvement and PD will be provided to instruct parents on how they can best support their children towards proficiency and consequently becoming College and Career Ready.
3. Lead teachers will be trained in providing support for the teachers in how to integrate the UDL strategies in their lessons. In addition CITE materials from last year will be revisited to assist the teachers.
4. Common planning time will be scheduled for teachers to meet as well as 37.5 minutes and calendar change dates for PD, specifically, 10/24, 12/19, 1/14,2/10,5/13. Network staff will be presenting ELL at our Dec. 19<sup>th</sup> PD.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To keep parents informed of expectations and progress through emails, phone messages, newsletters. Changing PTA meeting times to coincide with other school functions is a strategy to increase parent participation

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

XX	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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.

By June 2014, the growth percentiles for students based on the 2014 NYS Math Test will increase 10 % [ 40 students] as evidenced by the growth scores on the NYS Report Card.

**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 2012-13 Progress Report indicated that MS 158 a Grade of C overall in ELA and Math growth percentile scores. The NYS Report Card indicates that students scoring level 1 or 2 are off track in reaching proficiency.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. An AIS program will be implemented through I-ready, a web based program that screens all student and pinpoints needs down to the sub skills. It also provides differentiated instruction and delivers automated individual instruction online. The data will assist in placing student in RTI tiers.
2. Teachers will continue training on the UDL strategies to support students who are in the subgroups and former ELLs and SWD students.
3. Mathematics teachers will meet collaboratively to ensure that the curricula are aligned to the CCLS standards and integrate the instructional shifts in Mathematics which will result in coherence across the grades and promote College and Career readiness. Curricula and academic tasks are planned and refined using student work and data so that there are multiple entry points for individuals and groups of students. We did not select CMP3 from the City and are using the NYS Standards and Project Paced as our program.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Targeted Students, Administrators and parents of targeted students.
  2. Teachers
  3. Math Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The I-Ready program monitors progress for each student. The teachers will print out and share reports with content area teachers. There will also be the reports from Skedula, students' grades from the formative and summative assessments, benchmark Periodic Assessments will also provide information to gauge the impact of the program on student growth.
  2. Observations, formal and informal will provide evidence of implementation of strategies to support our subgroups. Teachers will meet and follow protocols for looking at student work in order to examine gaps in skills that need reteaching or remediation.
  3. Unit analysis, CCLS aligned rubrics, task analysis and data analysis of student work after each unit or benchmark.

- D. Timeline for implementation and completion including start and end dates**
1. December 2013 to June 2014.
  2. December 2013 to June 2014
  3. September 2013 to June 2014

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The I-Ready tool will require parent involvement to help their child become College and Career Ready. PD will be provided for parents to monitor and support their child's progress at home.
  2. Lead teachers will attend Network and Citywide Professional Development on the new curriculum to turnkey to teachers. Lead teachers will be trained on how to provide support for the teachers to integrate the UDL strategies in their lessons. In addition, CITE materials from last years network support will be revisited to assist the teachers of ELLs and former ELLs. The Network staff developer for ESL will provide PD for all of our teachers on Dec. 19<sup>th</sup>, calendar change day.
  3. Common Planning time will be scheduled for teachers to meet as well as the 37.5 minutes and calendar change dates for PD, specifically, 10/24, 12/19, 1/14, 2.10 and 5/13. The I-Ready program will be scheduled 3 days a week from 3 to 4 pm. Parent invites and PD will be provided to parents on how to use the program.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To keep parents informed of expectations and progress through emails, phone messages, newsletters. Changing PTA meeting times to coincide with other school functions is a strategy to increase parent participation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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 #5**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	i-ready.com will provide Common Core aligned instruction, progress monitoring, diagnostic reports. The ELA component of the program focuses on the individual's priorities in phonics, fluency, vocabulary, etc. using i-ready tools for instruction. There will be a Saturday program inviting the targeted students to support students in writing and reading strategies on each grade level.	Small group instruction, one to one online access for students using i-ready	Before and after school and on Saturdays
<b>Mathematics</b>	iReady products will provide Common Core aligned instruction, progress monitoring, and diagnostic reports. Teacher teams will analyze student work, examine instructional strategies for multiple entry points and refine curriculum to support struggling students. A CCLS aligned Math and Algebra Regents review will assist in the diagnosis and support of deficiencies.	Small instructional groups, one to one online access for students using i-Ready	Before and after school and on Saturdays
<b>Science</b>	Citywide baseline assessments were given to every student. Teachers analyzed the results to understand the skills needed for the students to be successful throughout the year. Teachers refined the curriculum by researching various materials as well as strategies to form purposeful instructional groups and drive instruction.	Small instructional groups during the extended day program	Extended day programs as well as Saturday program provide support for at-risk students.
<b>Social Studies</b>	Citywide baseline assessments were given to every student. Teachers analyzed exams to understand the skill students need to learn over the course of the year. Teacher teams analyzed the results of the exams and use the results for student grouping and to drive	There are small instructional groups during the extended day program.	Extended day programs as well as Saturday program provide support for the at risk students.

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>instruction.</p> <ul style="list-style-type: none"> <li>• Counseling sessions both group and individual deal with academic, social and emotion related issues. Conflict resolution and social skills training are part of the training. There are parent and teacher consultations as well as review of student records and profile. Crisis intervention and at-risk counseling are recommended during pupil personnel meetings. Supportive services and referrals for community support are also provided.</li> <li>• An anti-bullying club will meet weekly after school to discuss ways positive strategies to make MS 158 bully free zone.</li> </ul>	<p>Individual and groups</p>	<p>During the day and also during extended day.</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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>Melina Kabbani</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 Teach</b>
Network Leader(Only if working with the LAP team) <b>Ellen Padva</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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1120</b>	Total number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>6.96%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							2	2	2					6
Push-In							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	4	4	4	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	7

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	59	0	0	12	0	0	7	0	1	78
Total	59	0	0	12	0	0	7	0	1	78

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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							2	6	3					11
Chinese							17	18	17					52
Russian									1					1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							5	3	2					10
Punjabi														0
Polish														0
Albanian														0
Other								2	2					4
<b>TOTAL</b>	0	0	0	0	0	0	24	29	25	0	0	0	0	78

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							5	9	5					19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	9	9					24
Advanced (A)							13	11	11					35
Total	0	0	0	0	0	0	24	29	25	0	0	0	0	78

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	7	1	0	13
7	6	3	0	0	9
8	17	0	0	0	17
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		9		5		3		19
7	3		4		4		11		22
8	11		6		5		3		25
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8		13		4		1		26
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses the following tools to assess the early literacy skills of ELLs. Newly enrolled ELL 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, a licensed ESL teacher. The reading Lab-R scores for newcomers provide initial data as to the reading level of the ELL students. In addition, NYSESLAT scores, ELA scores, and data available on ARIS are also used as a tool to assess the literacy skills of ELLs. Furthermore, all students, including ELLs, are assessed school-wide using the computer-based program, Ed - Performance, to measure and assess the reading lexile level and the literacy skills of all students. The data provided by these assessments in addition to other general assessments taken on a regular basis all serve to determine the academic needs of ELLs and help inform the school's instructional plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- 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?

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 these ELA, Periodic Assessments, and 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' reasoning 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 2013-2014 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

NA:

6. How do you make sure that a child's second language development is considered in instructional decisions?

All mainstreamed ELL students are identified to all subject teachers so that instruction is differentiated to meet their special needs. ELL students receive content area instruction in English. To make content comprehensible and enrich language development a variety of research-based approaches are utilized such as the holistic approach which integrates speaking, listening, reading, and writing for unified literary instruction, the natural language approach which focuses on communication as its primary goal, the sheltered instruction approach, whereby students develop in specific subject areas through direct instruction of vocabulary and grammar, learning key words, phrases, or concepts using context clues and making extensive use of modeling strategies by relating

instruction to students' background knowledge and experience, the cognitive academic language learning approach, and the balanced literacy approach. Cooperative learning strategies are used such as brainstorming, questioning, predicting, and making inferences. Other strategies include scaffolding, concept mapping, and web-diagramming, and jigsaw activities to make academic instruction understandable to students of different second language proficiency levels. A Balanced Literacy approach is also used with read-aloud, shared reading, guided reading, independent reading, interactive reading, and phonic reading activities. Also brainstorming, planning, revising, editing, and group share-out and review of written material are also used to strengthen student writing. Instruction is within the framework of the Reading Writing Workshop model. Reading basic language and literacy books provide systematic language development as well literacy instruction. High-interest, low-level, intermediate-level and high-level literature and content-based readings further enrich language development in the content areas.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 2013 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.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ELL Identification Process: Home Language Survey forms are distributed to all new admissions. These forms are written in a multitude of languages. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek is present to assist in the admissions process. All school procedures are explained in these languages. The Parent Coordinator initially greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences. ELL instructional programs begin on the first day of school. Newly enrolled students who are identified as eligible to be tested based on the Home Language Survey are tested with the LAB-R within 10 days of registration by the ESL Coordinator, a licensed ESL teacher, and are placed in the beginner, intermediate, or advanced program. Letters to parents are distributed in all native languages informing parents and guardians of their child's eligibility to be tested and/or receive services. Once in the program, students are assessed yearly and placed based on their NYSESLAT score.
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.  
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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. Parent Survey and Program Selection forms are secured and stored in the student's cumulative file. Entitlement Letters are distributed, signed, and returned. Copies of these two documents are made and kept on file at the school as well.

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.

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All sections of the New York State English as a Second Language Achievement Test are administered to all ELLs each year by licensed ESL pedagogues. The speaking section is administered first to all ELLs, followed by the listening, reading and writing sections within the dates specified by New York State regulations. If a student is absent on the day of any section of test administration, he/she is administered the exam on test make-up days specified by New York State regulations. This ensures that all sections of the NYSESLAT are administered to all ELLs each year.

6. 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.) 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.  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.



4From:10:24

To: 11:08

Spanish

Spanish

Math

Social St.

ELA

5From:11:12

To: 11:56

ESL push in

Math

ELA push-in

Math push-in

ELA push-in

6From:12:00

To: 12:44

Lunch

Lunch

Lunch

Lunch

Lunch

7From:12:48

To: 1:32

Physical Ed.

Social St. push-in

Social St.

Spanish

Math

8From:1:36

To: 2:20

Social St.

ELA

Physical Ed.

ELA

Social St.

9From:2:20

To :2:57.5

Extended

Extended

Extended

Extended

Extended

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Marie Curie does not have a Dual Language or or Transitional Bilingual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
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 ARIS in addition to base-line and 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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

e. Plan for former ELLs: 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. .

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 activiies. Multi-leveled content-based readings further enrich and accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

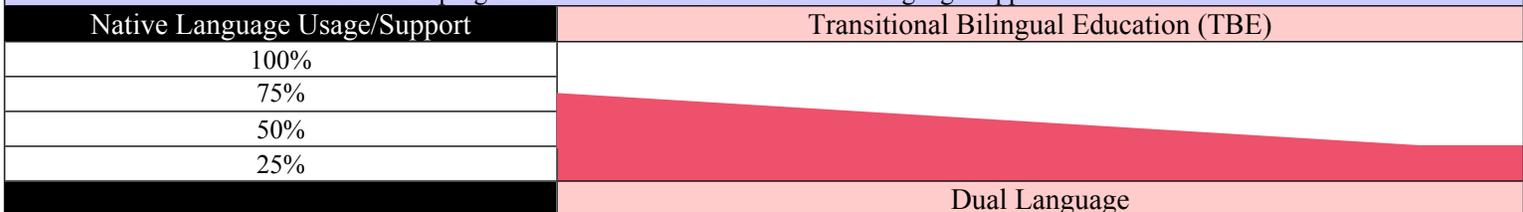
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



100%			
75%			
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

9. 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.

### 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. Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Instructional materials in our current program are diverse and multi-faceted and effective in meeting the needs of our ELLs in both content and language development. 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 2010-2012 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.

11. What new programs or improvements will be considered for the upcoming school year?

Programs will be enhanced for the upcoming school year. 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.

12. What programs/services for ELLs will be discontinued and why?

We are no longer using the computer program, Study Island, as this program no longer suits our needs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. The extended day of 37.5 minutes is mandated for ELL students. Title 3 programs staffed by certified ESL teachers are provided both before and after school Tuesday to Friday mornings from 7:25 AM until 7:55 AM and on Monday, Wednesday, and Thursday afternoons from 3:00 PM to 4:00. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Programs will be enhanced for the upcoming school year. 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. In addition, we are also now using Academic Vocabulary Toolkit 1 & 2, a program which delivers effective instruction and enables ELLs to master high-use words for academic achievement. Included in the Academic Vocabulary Toolkit program is software that can be used for both pre-assessment and post-assessment. as well as formative and summative assessment. This program is in alignment with Common State Standards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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. In addition, we have bilingual glossaries in content areas in the classrooms.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Services and resources correspond to ELLs' ages and grade levels. Classroom curriculum and resources are age appropriate, diverse and multi-faceted. Content-based materials are used which are designed for the mainstream classroom and the ELL classroom. Grade level curriculum provide the basis for units of study.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. All ELLs have the support of their teachers, administration, parent coordinators, and the guidance counselors.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### 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 September of 2012 our teachers participated in a full day of staff development. Teachers were instructed in the Citywide Expectations for the 2012-2013 school year and the implications for instruction were emphasized. Workshops were held in preparing Teachers for first Baseline EdPerformance Assessment as well as Baseline Assessment Preparation for Content Area Teachers. Other workshops to teachers of ELLs as they engage in the Common Core Learning Standards included NYSESLAT Analysis-Determining Target ELLs and Intervention Strategies , City Wide Expectations and The Implications on the ELL Population, Danielson's Framework for Teaching, and Aligning the Curriculum in ESL to Meet the ELA Common Core Standards .

Again in November of 2012 our teachers participated in a full day of staff development. Titles of Workshops included: Danielson's Professional Framework for Teaching, The Highly Engaged Classroom , Looking at Student Work and Depth of Knowledge.

In September of 2013, a full day of staff development was held. Focus of workshops were Danielson's Framework for Teaching, the Scholastic Code X, the new curriculum designed to meet the City Wide Expectations for the 2013-2014 school year and a workshop using Skedula, a new online grading program adopted by the school this year.

To provide support to staff to assist ELLs as they transition from one school level to another, teachers are also 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 (2013-2014) 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.

#### 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 Danielson's Framework and Depth of Knowledge to increase rigor in the classroom.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

### 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 Thursday September 24, 2013 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 18, 2013, 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 of 2014, 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.

In addition, parents can now receive immediate information regarding their child's education. Marie Curie is now using a new on-line grading program, Skedula, which gives parents access through Pupil Path to view their child's grades, attendance, class schedule, and progress on the Internet. Up-to-date academic information is available in nine languages. The Parent Coordinator is available to help parents utilize this resource.

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

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

### Parent and Student Workshop Series

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

### High School Admission Process

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. They

are encouraged to use other on-line resources such as National PTA Parent's Guides for Student Success, Stand for Children Web site, Council of Great City Schools Parent Roadmap, and Engage New York Parent and Family Resources . The Parent Coordinator is available to help parents utilize these resources.

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.

### **E. 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 response to question here:

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 26Q158 School Name: MS158

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 MS158 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 MS158 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

## **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.

MS158 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 MS158 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 written 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
- 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/parentsbilofrights/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 translations from the Legal Translation Department using allocated funds.

Contractor vendor for PT conferences translator

Monthly letter asking parents to request translation service if needed.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School:	DBN:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: # of certified ESL/Bilingual teachers: # of content area teachers:

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**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:

**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:

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
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 materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		